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JUNIOR COLLEGE JOURNAL

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General Education and the Junior College

EDITORIAL

THERE has been a rapid growth during the past ten years in the popularity of general education as a subject for individual and group study and action. This growth is evidenced by the increased number of general education conferences and workshops as well as the many increments to professional literature.

Recently, three developments of major importance focus attention on the increasing emphasis being given to general education: the implications for general education in the Intermediate Test Series of the Educational Testing Service, the project for evaluating general education programs started by the American Council on Education together with some fifteen to eighteen cooperating educational institutions, and the study of general education to be made in California.

Junior colleges have long maintained a definite concern for general education. An examination of stated junior college purposes made by Koos over a quarter-century ago reveals that these institutions expressed a high regard for rounding out the individual's program of general education. The Curriculum and Adult Education

Committee of the American Association of Junior Colleges is currently studying the status of general education programs in junior colleges. Moreover, each of the three developments mentioned in the preceding paragraph directly concern junior colleges.

In the light of these considerations, the uninformed observer would guess that junior colleges are playing a prominent part in the increasing popularity of general education. Unfortunately, with comparatively few notable exceptions, this role of leadership is not being played.

The writer had the opportunity a few years ago to study the extent to which a representative sample of junior colleges had developed general education programs. The results of this study support the conviction that in a majority of the institutions the amount of progress is negligible. This disappointing conclusion suggests further analysis to construct hypotheses as to possible causes.

It seems probable that one cause for the disappointing role which many junior colleges have played in developing general education programs is the alleged restriction

imposed by admission requirements of senior institutions to which some junior college students transfer. This situation cannot be dismissed as being of no consequence. On the other hand, there is increasing evidence of a liberalizing of these admission requirements. As this relaxation of entrance requirements continues, there should be a concurrent increase in the activity of junior college leaders to develop better general education programs. It will be a matter of interest to observe whether such effort will be exerted by those in charge of junior college programs.

The recent increase in the popularity of vocational programs in junior colleges and the consequent difficulty of *selling* general education programs to terminal students is probably a second cause for the lack of development of general education. Few counselors would report as easy the task of selling general education to students whose educational goals are entirely vocational. Frequently, as a result of this situation, the difficulties are avoided by allowing the student to follow his demand for a program composed exclusively of vocational training. This pragmatic expedient, however, does nothing to solve the underlying problem of developing the needed general education program.

There seems little doubt that another cause for the lack of leadership displayed by many junior colleges in advancing the progress in general education stems

from the lack of sympathy of administrators and faculty members. This lack of sympathy is often ascribed to a background of training which has produced a disproportionate respect for specialized subject-matter programs.

If institutions which prepare the personnel for junior college administration and teaching are, as a result of over-emphasis on specialized programs, creating little sympathy for general education, then one obvious remedy is for such senior college institutions to alter their preparation programs. Desirable as this might be, however, it is a slow process, and other remedies certainly can operate more rapidly. Not the least of these alternate remedies will be found in an increased number of in-service programs aimed at adding to the existing sympathy for general education.

The ideal of the community college is being advocated by more and more junior college leaders. As this ideal attracts larger numbers of followers in the junior college field, there is a consequent increase in the need for more attention to general education. This is true because of the prominence in the community of needs which can be served only by general education. If this analysis be correct, then junior college administrators and faculty members must give greater attention to the development of a satisfactory general education program.

JAMES W. REYNOLDS

Recent State Legislation Affecting Junior Colleges

S. V. MARTORANA

AS A SERVICE to persons interested in junior college education, the Committee on Legislation of the American Association of Junior Colleges has established a program of study and reporting intended to provide the most up-to-date information on the legal status of junior colleges in the several states. In accord with this plan of service there appeared in the *Junior College Journal* a report of a survey carried out by the Research Office of the Association summarizing the legislation passed in the various states in 1947.¹

Periodic undertaking and reporting of similar inquiries is a part of the program projected by the Committee on Legislation. This article presents the results of a survey of state legislation affecting junior colleges considered by legislatures which met in 1949. It attempts, furthermore, to interpret the findings in terms of changes in the present status of junior colleges brought about in each state by the legislation enacted.

As was true in the preceding study, data for this report were

gathered by direct communication between state departments of education and the Research Office of the Association. When responses had been received from all but a few of the states, a digest of action reported for all states was compiled, mimeographed, and sent back to the state departments of education for checking. Copies of the mimeographed digest were also sent for checking to at least one administrator of a junior college or similar type of institution in each state in which such institutions are to be found. Whenever no response to the follow-up procedure was received, it was assumed that the legislative action summarized in the digest was correct as originally presented. The data presented in the digest as amended according to information received from responses to the follow-up procedure provide the basis for this report. In addition, the writer was provided all of the correspondence and documents that had been collected by the Research Office for use in preparing the report. In a few instances direct correspondence was carried on with state departmental personnel during the preparation of this report in order to get official interpre-

¹Hugh G. Price, "Recent Junior College Legislation in the Various States," *Junior College Journal*, XVIII (April, 1948), 438-443.

tations of the legislation enacted or other needed information.

Extent of Legislative Action

Responses from thirty-five of the forty-six state departments of education which cooperated in this project indicated that no legislation affecting junior colleges had been passed in 1949. Eleven states were reported to have enacted such legislation. No information was obtained concerning the two states, New Mexico and North Carolina. Information gathered pertaining to two of the states reporting no legislation showed that the legislatures of these states, Louisiana and Mississippi, were not in session. In ten states, legislative bills bearing on junior college education were introduced but failed to be enacted into law. Seven of these ten were states finally categorized as not having passed any legislation on junior colleges, while three were states in which some such legislation was finally enacted.

A point of significance relative to the general interest in junior colleges over the nation may be derived from the fact that this year the legislatures of eighteen states were considering legislation related to junior college education. In the study made of the activity of legislatures in 1947, sixteen states were found to have deliberated on enactments dealing with junior colleges. It is apparent, therefore, that a large proportion of the states are, to varying degrees, actively concerned with education at the junior college level.

Legislation Enacted

Before relating the effects of recent state legislation on the legal status of junior colleges in the several states, a brief summary of the positive action of the legislatures in each state is presented. Enough data are given to illustrate the great variety in scope and type of legislation enacted, but the summary must necessarily be brief. Further information may be procured from any of the designated states by communication with the state department of public instruction or the secretary of state.

Arizona increased the state appropriation for junior colleges from \$30,000 to \$75,000 per annum. No part of this state aid may be expended for the construction or repair of buildings or the purchase of grounds or equipment. Eligible junior colleges must have approved equipment, a daily attendance of not less than 100 students, and academic courses which have been substantially approved and accepted by the University of Arizona for a period of three years.

California extended the life of the present law providing for state aid and altered some of its provisions to define a unit of average daily attendance for one year as 525 hours so that aid would be provided for students attending more than 15 hours per week or 3 hours per day. The new formula for aid is a decided improvement for vocational programs because subjects in these fields earn more

student-credit hours and are more expensive to offer.

California also passed an urgency measure permitting the governing board of a high school district maintaining a junior college included within a newly-formed junior college district to file with the Superintendent of Public Instruction a direction to credit the average daily attendance computed for the junior college maintained by the high school district to the junior college district for the fiscal year in which action for the formation of the junior college district was completed. This action was taken because during the first year of existence a junior college district receives from the state only a token apportionment of \$2,000. This results usually in provision of inadequate facilities during the first year of operation of the junior college district. No additional costs to the state will result, and the high school district will relinquish only those funds which would be apportioned to it for the support of a junior college which it no longer maintains.

It further permitted the governing board of a high school district in which reside persons attending a regular day junior college in a contiguous junior college district to petition the board of supervisors of the county having jurisdiction over the high school district to annex the high school district to the junior college district. Such a petition must be acted on by the

board of supervisors by calling an election in each elementary district of the high school district in order to determine whether or not annexation of the high school district to the junior college district will be carried out.

That the boundaries of every junior college district shall be co-extensive with the boundaries of the high school district or districts included in the junior college district was also determined.

Provision was made that the governing board of a district maintaining a junior college is not required to provide free textbooks for any students enrolled in other than Grades XI and XII of the junior college.

Where the average daily attendance in the junior college of students from a contiguous high school district averages three or more for the two school years preceding, it was stipulated that the administration of the junior college may petition the county board of supervisors having jurisdiction over the high school district to annex the high school district to the junior college district supporting the junior college.

Connecticut passed a special act incorporating New London Junior College. No general legislation was constituted.

Florida provided that any member of the Teachers' Retirement System who is teaching in a public junior college may receive retirement credit in the retirement plan for both prior and membership

service for all years taught in Florida in the junior college.

Iowa amended the regulations on state aid to provide funds to districts maintaining junior colleges by establishing a formula whereby the average daily enrollment of junior college students is multiplied by twenty-five cents, and this product is multiplied by the actual number of days school was officially in session, not to exceed 180 days.

Kansas passed no general legislation but did enact one new law pertaining to one junior college and its tax revenue. It provides that payment of tuition out of the general county high school fund for pupils attending high school extension courses shall be made when such pupils attend high school extension courses in any adjoining or adjacent county having a population of not less than 10,000 or more than 15,000 residents, having no cities of the first or second class, and having within the boundaries of the school district a third class city in which is now operated a junior college commonly called a high school extension course. Due to its purpose, this law has a very limited application.

New York amended the 1948 law which authorized the establishment of community colleges on the basis of costs for operating funds to be met in the proportion of one-third by state aid, one-third by local sources, and one-third by student tuition to state that where a county is the local sponsor of

the community college, the expenditures of the county for the college shall be a purpose of the county. It provided, however, that taxes to pay the local sponsor's share of operating costs may be charged back to the cities and towns in the county in proportion to the number of students attending the college who are inhabitants of each such city or town.

North Dakota provided for the determination of tuition rates in the junior college by the board of education of the district. Non-resident students may be required to pay different tuition from that paid by students residing in the district. The act also provided that each district maintaining a junior college may levy a special tax for the maintenance and operation of these colleges. This tax is not to exceed eight mills. The levy of such a tax must be approved by a majority vote of the populace in the district.

Oregon passed a joint resolution calling for a study of post-high school education in the state.

The legislature also provided permissive legislation for district school boards to contract with the State Department of Higher Education and the General Extension Division for the holding of lower division classes in the district. These classes are to be conducted under the joint supervision of the General Extension Division and the Superintendent of Schools of the district. The school board may provide and expend funds in the

regular budget for conducting such classes.

Vanport Extension Center in Portland was also made a permanent part of the Oregon State System of Higher Education, and \$875,000 was appropriated for the purchase of a local high school building in downtown Portland to provide a permanent home for the extension center.

Texas authorized boards of education of junior college districts to have taxes assessed and/or collected by the city assessor of the city within the district or by the county assessor. The junior college district may also set up a separate board of equalization. Junior college districts, furthermore, were authorized to issue refunding bonds under prescribed conditions.

This legislature also provided an annual appropriation of \$2,100,000 for the years 1949-1950 and 1950-1951 and defined conditions under which the appropriation is to be administered. Among the conditions stipulated are: (a) the junior college must offer twenty-four hours of terminal or vocational courses, (b) the college must be approved by the State Department of Education, (c) fees must be collected from all students, (d) the per capita appropriation is to be \$175 from all students, (e) a full-time student is defined as one carrying fifteen hours of work, and (f) students attending under the provision of the GI Bill may not be counted as students under this law.

Conditions under which the first and subsequent elections of boards of trustees of junior college districts must be held were defined.

The addition of territory which has taken place in certain junior college districts was considered. With the exception of districts now involved in litigation concerning such additions of territory, the new districts are validated in all respects. In addition, common and/or independent school districts may now be annexed to junior college districts for junior college purposes only. Districts annexed are to be represented on the board of trustees of the junior college district.

The board of trustees of an independent school district was permitted to transfer control of its junior college to a board of regents chosen at an election called by the county judge of the county in which such a school district is located. An alternate method of providing such an election is by petition of ten per cent of the qualified voters in the district.

Junior college districts were authorized to erect stadia, dormitories, or cottages by means of revenue bonds. It is provided that revenue may be supplemented in emergencies by an amount not to exceed twenty-five per cent of local funds. No state aid may be used for this purpose.

Besides the foregoing enactments which have general application in the state, the Texas Legislature passed six bills related to

local problems of specific junior colleges. Examples of the action of this legislation include: lowering the required number of scholastics (children of compulsory school age) generally required for establishment of a county junior college in certain counties; providing for transfer of junior college plant and facilities to the four-year college when a junior college district is dissolved to create a four-year baccalaureate institution; changing the name of North Texas Junior Agricultural, Mechanical and Industrial College to Arlington State College; changing the name of John Tarleton Agricultural College to Tarleton State College; making a special appropriation to a specific junior college as an emergency measure; and providing for the disannexation of territory located more than fifty-five miles by highway from the junior college provided that a majority of the voters and the board of trustees of the disannexed district agree.

Washington authorized the voters to decide by general referendum in November, 1950, on a state bond issue of \$40,000,000 for the construction of public school buildings. The legislature also authorized the voters to change the maximum limit for local bond issues to raise funds for public school buildings from five per cent to ten per cent of the assessed valuation of the district. Since the junior colleges in Washington are a part of the public school system, funds

raised by both of the foregoing means, if passed, will be used in part for purposes of capital outlay for junior colleges.

Bills Not Passed

Any portrayal of recent legislation would be incomplete without some review of the proposals that were made to state legislatures but which failed to be constituted. This portion of the report is possible because state departments of education were requested to furnish information not only on the legislative efforts which finally became law in 1949, but those which were not successful in securing incorporation of matters considered into the statute books. Again described state by state according to the data available for this report, the bills pertaining to junior colleges which *failed to pass* may be summarized as follows:

California failed to pass legislation which would have . . .

Provided a comprehensive overall scheme for financing the public schools of California, an expansion of the existing law whereby each level of the public schools was to receive moneys from the state considerably in excess of the total of \$120 per unit of average daily attendance which is now guaranteed by constitutional provision.

Proposed the abolition of a junior college in a city in which a four-year state college has been established.

Amended the methods of electing the governing board of a junior college district.

Provided that the distribution of federal funds for education not otherwise provided for by Act of Congress be

paid into the auxiliary state school fund and the state treasury. These funds shall be apportioned as state equalization aid by the State Superintendent of Public Instruction.

Set the amount of bonds which may be issued by a unified school district maintaining a junior college not to exceed fifteen per cent of the assessed valuation and that by a unified district not maintaining a junior college not to exceed ten per cent of the assessed valuation.

Established regulations for licensing and control of the game Jai-Alai, or Pelota, provided for fines and penalties. Surplus money derived from this act was assigned to California junior colleges for provision of programs of instruction in aeronautics.

Idaho failed to pass the bill which would have . . .

Provided for state aid for public junior colleges by creating a junior college state fund from which \$25 each semester of the school year of each fiscal biennium for every full-time student was to be paid each public junior college in Idaho. A full-time student was defined as one taking fifteen hours of work over a term of eighteen weeks. The bill also provided for transfer of \$80,000 from the general fund of the State of Idaho to the junior college fund.

Illinois' legislature was unsuccessful in legislation which . . .

Proposed that junior colleges be made a part of the public common school system and allowed for establishment of junior colleges in districts of more than 10,000 or in any district maintaining and offering a four-year high school course of study and having a population of less than 500,000 provided that the proposition for establishment of a junior college is voted on favorably by a majority of the

voters in the district. Funds for the support of these institutions were provided for by authorization of local districts to levy special local taxes for this purpose. Action to establish a junior college must follow the course of board resolution, survey of the district under direction of the State Superintendent of Public Instruction and the county superintendent of schools in which the school district is located, and, provided the survey finds the junior college is justified, popular election in the district. In counties in which no school district of 10,000 or more persons existed, establishment of one junior college is allowed. The bill also provided that any graduate of a recognized high school on sufficient notice to the board of education of his district and approval by this board could attend any junior college in the state; tuition to the district maintaining the junior college to be paid by the district of the student's residence not to exceed the per capita cost of maintaining the junior college attended. The bill defined a full-time student as one doing fifteen semester hours of work.

Michigan failed to report out of committee a bill which would have . . .

Established a plan for state-wide community college education by permitting boards of education in cities of more than 25,000 people to provide for the establishment and maintenance of community colleges. Proposal for the two-year community colleges had to be voted on and passed by a majority of the voters of the district after the board of education of the district had obtained permission from the State Board of Education to call such an election. Under the act, all existing junior colleges became community colleges and continued to operate. Districts of more than 25,000 persons not maintaining community colleges may contract to pay tuition of students at-

tending a community college outside the district of residence, and communities of fewer than 25,000 when authorized by a majority vote of the electors, may pay both tuition and transportation costs of qualified students attending community colleges out of the district. Any district of 45,000 or more and in a county of over 300,000 persons may on majority vote of the electors pay tuition of all high school graduates to the Michigan State College, the University of Michigan, or to any of the state normal schools or colleges.

Minnesota proposed amendments to the state aid law which included provisions for . . .

Aid to junior colleges based on 1.5 pupil units, the same aid as is given to high school students. In the final passage of the bill these provisions were omitted, and no state aid was granted to junior colleges.

Missouri failed to pass a measure which would have . . .

Required that the board of education of a district supporting a junior college determine the per capita cost of such college courses. The board was authorized then to require fees of resident and nonresident students for support of the junior college program taking into account other funds provided by law for the support of the junior college program. Any school district meeting the standards approved by the State Department of Education for junior college courses was to be reimbursed by the state for the per capita cost per student in the amount expended above \$100. Such reimbursement, however, was in no case to exceed \$100 per capita based on the average daily attendance not to exceed 180 days or as otherwise computed by law for determining school attendance.

New York failed to report out of the legislative finance committee a bill amending the law relating

to the establishment of community colleges and state-aided four-year colleges which . . .

Proposed clarification of terminology referring to community colleges and provided, furthermore, that the existing law be changed such that the community colleges would be state institutions, established and operated by the state university in a certain locality at the request of a sponsoring county, city, or intermediate school district. Such community colleges would be wholly supported by the state with respect to both capital and operating costs. Each college, though operated by the state university, would have an administrative board of trustees of nine persons, five appointed by the local governing legislative agency and four appointed by the Governor from persons residing in the sponsoring community.

Oklahoma's Governor vetoed a bill passed by both Houses which would have . . .

Appropriated \$80,000 for the junior colleges for the biennium.

Oregon indefinitely postponed a provision . . .

Establishing a junior college at Portland named the University of Oregon Junior College at Portland. (As a result of this postponement, the joint resolution of the legislature calling for a study of post-high school education in Oregon was passed.)

Wyoming failed to pass legislation which would have . . .

Provided for a state-wide system of community colleges and would have completely revised the legal status of Wyoming junior colleges. The proposed act extended the offerings of higher education beyond the secondary school level and set up a system of higher education through the establishment of community colleges and the presently established and operating university centers and junior colleges.

It provided for the formation, management, and financing of community college districts. These districts were to participate in state aid, along with existing higher educational institutions, and were to operate under a State Community College Commission. Provisions were also set up to assure cooperation and coordination of community colleges with existing university centers, junior colleges, and the University of Wyoming.

In addition to the foregoing bills, a proposal was introduced in the Connecticut Legislature by the Connecticut Junior College Conference and endorsed by the Connecticut Council on Higher Education. The proposition advanced was that a five-man commission be appointed to make a study of higher educational facilities in the State, and to prepare a plan for the orderly development of state-supported institutions of higher learning, and to make recommendations. The bill was withdrawn at the request of the sponsoring agency following the appointment of such a commission by the Governor without any legislative action.

Conclusion: Legal Status of Junior Colleges

When the junior college legislation enacted by the legislatures of the eleven states in which positive action was taken in 1949 is reviewed against the background provided by C. W. Simms' recent study of the legal status of public junior colleges, it becomes apparent that in only a few states did the action taken affect the general legal status of junior col-

leges which had previously obtained in the several states. Worthy of special note, however, is the fact that two more states must now be added to the list of twenty-two states identified by Simms as having general junior college legislation.² The dynamics of the junior college movement in America is shown by the factual evidence that now one-half of the states have general legislation covering public junior college education, and the list is growing. The two new states are New York and Oregon — New York by virtue of the enactment of the law in 1948, amended in 1949, providing for community colleges; Oregon, because of the legal provision for contracting between school districts and the State Department of Higher Education and the General Extension Division for the holding of lower division classes in the local district. Though no general legislation was enacted, the Act incorporating New London Junior College in Connecticut may be a portent of future and more pervasive action to come in that state.

By interpreting action expanding or initiating state aid for junior colleges as indicative of a strengthening of the position of junior college education, inference that the legal status of junior colleges has been strengthened may be drawn from the fact that five state legislatures — those of Arizona, California, Iowa, New York,

²Charles W. Simms, *The Present Legal Status of the Public Junior College*, (Nashville, Tennessee: George Peabody College for Teachers, 1948), 16.

and Texas — took such action. The annual state appropriation for junior colleges in Maryland was also increased from \$60,000 to \$116,000, but this was done without legislative action. The new appropriation was provided in the budget of the State Department of Education and will subsidize junior colleges at the rate of \$100 per full-time student, or equivalent, per year for each institution. Simms noted that in 1947 ten states provided by statute for a tax levy for local support of junior colleges.³ To this number must now be added the states of North Dakota and New York. Another change in status of junior colleges from that described by Simms is that the public junior colleges in Washington are now a part of the public school system of the districts in which each college is located, and each institution is under control of the board of education which administers all of the schools of the district, rather than under a separate board as Simms reports.⁴

One observation made in Simms' study is very evident in the data summarized in this article and may well provide the theme for the concluding statements in it. The conclusion drawn by Simms reads:

In contrast to the general nature of the earlier legislation, the more recently enacted laws and amendments thereto are much more specific and detailed and cover practically every

phase of junior college activity.⁵

Very little study of the summaries of legislation considered in 1949 herein presented is necessary to arrive at the generalization that variety rather than consistency in pattern is the characteristic of junior college legislation at the state level. Undoubtedly, this results to a considerable extent from the wide variety of circumstances that exist in each state and to which junior college legislation in each state must be adjusted. Nonetheless, a warning note may be sounded from the trend identified since a conclusion commonly accepted by students of administration is that as legislation becomes more specific and detailed, it tends also to become more restrictive. Actual need for such explicit legislation, furthermore, is questioned because as a rule the courts have interpreted the grants of general legal power broadly to enable school boards to carry out the express duties required of them.⁶

Rather than being centered on procedural details, the focus of attention in legislation might well be better concentrated on basic research into certain problem areas to identify general principles that obtain and which would provide the substance for legislation of a broad nature covering each area. One such area in need of basic study is that of district organization in the several states. Only a

³*Ibid.*, 17.

⁶Paul R. Mort, *Principles of School Administration*, (New York: McGraw-Hill Book Company, Inc., 1946), 280.

⁴*Ibid.*, 52.

⁵*Ibid.*, 61, 64.

glimpse of the quantity of legislative rulings bearing on the district problem in California, Texas, and other states is revealed by the enactments reported to have been considered in 1949. The matter of basic district organization for public school purposes is a fundamental problem in practically every state in the nation. It is one which, before sound general legislation can be enacted, must be analyzed thoroughly not only in terms of the bearing it has on junior college development but in its influence on the total educational service provided in each state.

Two final inferences, drawn in each case from the report made of legislation which failed to be enacted in 1949, may be presented. The first is related to the problem of district organization and deals with control of junior colleges, a matter much in need of clear judgment in junior college education. The legislatures of three states—New York, Oregon, and Wyoming—deliberated on bills pertaining to agencies of control of institutions providing education at the junior college level. Whether or not the proposals were educationally defensible is not so important at this moment as is the fact that in all three states they were considered but failed to be constituted. This may be interpreted to be a reflection of general lack of basic information and clear concepts about the education problem involved. In Oregon, the matter was referred to a study commis-

sion. Similar action was taken by the Governor without legislative action in Connecticut. Such developments show a definite need for coordinated, fundamental study of the problem areas of methods of organization and control of junior college education.

The second inference bears on the need to develop in the several states a deeper, more pervasive understanding and enthusiasm for publicly supported education through the junior college years. In 1949, bills concerning state aid for junior colleges were introduced in the legislatures of five states—California, Idaho, Minnesota, Missouri, and Oklahoma. The legislation failed to pass entirely in the last four states named, while in California the new proposal was discarded in favor of retention, and to some extent expansion, of aid provisions in the existing state-aid law. Proposal to establish a state-wide plan for local public junior colleges was introduced but did not pass in the legislatures of Illinois and Michigan. Too, the plan for a state-wide system of community colleges failed to pass in Wyoming. Experiences in these states indicate necessity for study, identification, and coordinated use of public relations procedures to inform the populace in each state of the role of service of junior college education.

As a beginning step toward providing a guide for action in planning state programs of junior colleges, striving toward desirable

legislation affecting these institutions, and inaugurating programs of public relations to interpret their place in American education to the public, the Committee on Legislation of the American Association of Junior Colleges is now in process of preparing a printed pamphlet for general distribution. The pamphlet will present suggested procedures and techniques for initiating and developing legislation for a state plan for junior college education. Beyond this effort, however, the Committee and the Asso-

ciation as a whole, as well as state and regional junior college associations, can render a high quality service to the junior college movement by insisting on basic research into problems areas and sound planning utilizing the results of research before legislation is promoted. When the point of legislative action is reached, enactments of broad powers rather than detailed legal regulations to administrative boards of junior colleges should be advocated.

Colbytown Camp

LOIS MACFARLAND

ALTHOUGH designing a laboratory for sociology, religion, or psychology is not so simple as collecting test tubes, bacteria, and an incubator, Colby Junior College in New London, New Hampshire, is operating a laboratory in these very studies. This laboratory provides students and faculty a chance to test classroom theories and the conclusions of the lively YWCA campus discussions.

This laboratory is Colbytown Camp, run by faculty and students each July at Colby Lodge on Little Lake Sunapee just four miles from the college's hilltop campus in New London. The camp makes a frontal attack on racial and religious prejudice and at the same time offers twenty-four little girls a free month in the country with good food, sunshine, and healthful exercise under the care of eight students and three faculty members.

Colby's president, H. Leslie Sawyer, calls the camp "an investment in future tolerance and competence among our leaders." Sponsored by the YWCA, it began ten years ago as a camp for refugee children, where the "little newcomers" might get acquainted with American ways. Through a process of evolution the influence of the camp has been extended. Rural New Hampshire children and

Negro girls from Boston were invited to the join the campers.

This past July the twenty-four Colbytown campers spent four weeks sharing chores and games with children born in eight different countries and representing two races and three major religious faiths. Eight campers came from rural New Hampshire; four were Negroes from Roxbury, Massachusetts; and twelve were the children of Jewish displaced persons. These children were born in eight different countries—Germany, Italy, Poland, Hungary, Belgium, Holland, Manchuria, and the Dutch West Indies—and had traveled well over the world to reach the quiet New Hampshire Lake.

It doesn't cost anything to go to Colbytown Camp, but each child must be recommended by one of three agencies which for many years have been selecting children who have the greatest need for Colbytown. These agencies are the Summer Placement for Emigre Children in New York City, the City Missionary Society in Boston, and the 4-H Club agents and Department of Public Welfare in New Hampshire.

Directing Colbytown Camp this year were Jean London, instructor in sociology, and Margaret Cawley, organist and instructor in

music. Sally Kleindienst, science instructor, was cook. The project is supported by faculty and students through money-raising events and gifts. Although no soliciting is done outside the college, some friends, hearing of the camp, have given money or food to the project.

The Lodge is the center of camp life. Each of four tents along the shore of the Lake accommodates six children representing each of the three groups. Two counselors are assigned to each tent. A boat-house is used for arts and crafts, and the dock outside is the center of swimming events. A chapel in the pines on the hill across the road from camp is used on Sunday. There a Christian cross of birch rises from the center of a Jewish star of birch.

A counselor and camper-of-the-day are in charge of the daily program. Chores are done by five squads which rotate the jobs of table setting, dishwashing, cooking, caring for the lodge, and caring for the grounds. Each morning there is a chapel, or an assembly, by the lake or in the chapel. There is a midmorning lunch of crackers and milk followed by instruction in swimming and in arts and crafts. In the afternoon there is a rest hour followed by games, music, and a free swim. The evening programs are varied with folk dancing, plays, singing, games, and a story hour the most popular entertainments. Sometimes there

are special events like climbing Mount Kearsarge, visiting another camp, picnicking, blueberrying, hiking, or a boat trip.

Measuring the benefits of the camp to campers, counselors, and the college as a whole becomes a difficult process since many of the most important values are intangible, the cooperating agencies do not follow up the case studies, and the college in the past has not had the facilities to follow up the campers themselves. Jean London, director of the camp this year, hopes to use studies of the children in the future as material for sociology classes. Through these studies, the college may be able to assemble more conclusive evidence of the work of the camp. At present, evaluation of Colbytown depends upon the observation of results to the campers and counselors during the summer and upon the fact that welfare workers continue to send their neediest cases—whether the need be material or social—to Colbytown.

The greatest need of many of the children is for substantial food and a balanced diet. Frequently, a child will gain ten pounds in a month. Last year the camp nurse found one child made a gain of five pounds in a week alone. New Hampshire children particularly come to camp thin and undernourished. Two years ago one child came who was permanently deformed from an inadequate diet. They enjoy the fruit and salads, new to most of them.

In the early days of the war, few of the foreign children were accustomed to milk. This year, a New Hampshire girl learned to drink milk for the first time. Claire, who arrived at camp with dull eyes, a slight fever, and a stunned attitude, became so different that even the children commented upon her improvement. She gained weight, lost the fever, and became the gay normal child she had never been before. For some of the girls, the Fourth of July provides two food firsts—hot dogs and marshmallows roasted over a camp fire.

Living in the fresh air and under clean conditions is often a welcome change for Boston children who have been living in crowded tenement areas.

The country is new to some of the children. One Boston child exclaimed excitedly on her way from the train, "There's a real cow." One night at dusk a child pointed to the white birches, "Do they bandage the trees?" she asked.

Few of the children know how to swim when they come to camp. Some of them have never been in the water before, but swimming invariably becomes their favorite occupation. Under the teaching of certified instructors they pass swimming tests in rapid succession. Last year only two could swim when they arrived. At the end of the season every child could swim a bit, and ten girls were diving.

At Colbytown there is a sharing of folkways—foreign and American—an Italian dance and the English words to a game of jumping rope or bouncing a ball. One tent learned the German words to "How Lovely Is The Evening." And sometimes the children learn the French words to "Frere Jacques."

All of the children seem to get a new idea of the world. To some New Hampshire children, their state is the universe. One year a New Hampshire child said suddenly in the midst of a geography game, "I've never been to the Philippines. Some of the campers have been all over the world, haven't they?" And last year, a little girl from Boston was heard to say to a girl from New York when they met, "You don't come from the same country I do." Four weeks together, and the conception of places removed from their own homes comes to these children.

Some of the children come with pathetically small wardrobes. Gifts from students and alumnae, who maintain an active interest in Colbytown, help expand the camp wardrobe, and each child is given clothing to take home for winter at school.

Meeting tangible needs for food, clothing, and good manners is only a small portion of the task confronting the staff. For instance, one child, whose mother was in prison, craved affection. She clung close to her tent counselor. The first night she said, "I'm afraid

you'll be gone in the morning." Young counselors and their faculty directors had a hard task in finding a way to give the child the care and attention she so badly needed without paving the way for even more bitter unhappiness when the summer friends were far away.

Many children need security and companionship. This is true of the New Hampshire children, many of whom have unsettled family conditions and some of whom have scarcely been off their poor farms. One European child this past summer had been in five concentration camps. The stern record of the experiences of these displaced children over the ten years of the camp demonstrate an even more dramatic need for security than the plight of the local children.

Sometimes the Boston children, accustomed to city streets, carry with them the hardness of crowded urban neighborhoods. Joan, for instance, began by threatening to slap people who didn't do as she liked. And whenever she misplaced a toy, a comb, or a funny book, she would ask who had stolen it. The strain of suspicion and ill will gradually receded, and the child became gentler as the summer progressed. How lasting a month's changes can be is open to speculation, but at least the child has had a brief experience of security among friendly people who could be trusted and of a home where there were no keys.

To Judy, who had walked all

night to get out of Germany several years ago, every new experience was terrifying whether it be swimming or visiting a boy's camp across the lake. Gradually, as she found these experiences delightful, her terror of newness began to subside.

One of the most important lessons to the campers, in the opinion of last year's counselors, was sportsmanship. Many of the children were used to getting their way by force, were used to little responsibility. But at Colbytown they began by taking their place on the five squads which helped the cook, set the table, washed the dishes, cleaned the Lodge, and helped keep the grounds. They learned sportsmanship in games and in everyday camp life. Woe to the child who lost her round paper badge with the letter "S" denoting sportsmanship. It never took long, however, to win back the badge by doing extra unassigned jobs.

What values are acquired by the eight Colby students who serve as counselors? Directors have found the values as individual for the counselors as for the campers. At present, counselors are chosen from applicants by a faculty-student committee after consultation with the camp's directors. Balancing the skills of the eight girls is important. There must be girls who can handle the water front, arts and crafts, nature study, and chapel service as well as the more general supervision of games, sing-

ing, and hiking. Over the past years, the directors have been anxious to have as counselors girls who also need Colbytown's help themselves.

The responsibility of caring for twenty-four children has developed several students into efficient campus officers for the coming year. This was particularly noticeable in one girl who had been elected President of the Colby Recreation Association. The ability to plan and to direct others, which she acquired at Colbytown Camp, was reflected in her successful management of the important CRA activities during the following college year.

Girls who are shy or lack self-confidence grow stronger as decisions and leadership are left to them. One Colby graduate won a job teaching music and art in a small town school largely on the strength of her two year's experience at Colbytown. For girls who are going into teaching, social work, religious work, or for those who will establish homes of their own and have their own children to deal with, the experience in child psychology at Colbytown is valuable. The girls live closely with the campers in the tents. Conflicts have to be resolved deftly.

Last year one counselor, generally considered a spoiled child herself, was faced with a camper in her own tent of whom she finally said, "You know, she acts just like I did. I wonder how my mother ever stood me." In helping the

child, she herself grew away from her selfish ways.

When asked why they volunteer for service at Colbytown Camp, many counselors refer to their wish to help others. But with many of them, too, there is a frank desire to overcome any prejudice they have themselves. One girl said last year, "There is some prejudice in my community. I figured it wouldn't do me any harm to see how other people live." She reflects the urgent desire of young people we see at Colby to know people different from themselves, to understand them, and to be their friends.

For the first time for many college girls, case histories come alive. The undernourishment, poverty, delinquency, and wanderings of the displaced begin to be associated with real persons for the first time.

Two years ago, a thoughtful young counselor, Jean Savage, wrote of her experience as counselor in the campus newspaper, *Kearsarge Beacon*:

For several days, it was not easy to win the confidence of the children, so great was the barrier created by previous environment. To see children from a concentration camp cringe and attempt to suppress tears when spoken to; to see little Negro children suspiciously alert and on guard not to be outwitted by any white person; to see children skinny, hollow-eyed, and pale-faced from undernourishment, gave us the urge to send them back into the world with stronger bodies, open minds, a will to do what is right, and above all, a faith in human beings whether

they be Jewish or Christian, Negro or Caucasian.

Colby's faculty and students are hesitant to claim remarkable cures or treatments for either campers or counselors because a month is a short time, and a camper cannot return for a second year. They do feel, however, that the best preventive against prejudice is understanding, the kind of understanding that grows out of friendship. As Eleanor Roberts, writing in the *Boston Post* put it, "Colbytown is happiness and security and love. It's brotherhood—with none of the shouting and all of the sincerity."

Colby feels that its experiment has made a living reality of the common objectives recommended by the President's Commission on Higher Education—". . . fuller realization of democracy, development of the international mind, and the application of creative imagination and trained intelligence to social problems and public affairs."

In its tenth year, the interracial-interfaith project took a new grip of faculty and student enthusiasm and direction. The directors, uncertain of their support, asked for a complete reconsideration by their faculty colleagues. At a faculty staff meeting, the philosophy behind the camp and ways and means of running it practically were re-examined. A fact-finding committee was appointed to determine whether there was enough faculty

support to warrant continuance. Of sixty-two faculty and staff members questioned, forty-three volunteered for at least one committee to help prepare for the camping season, or to work as directors, or to cook at the camp itself. A camp committee of "trustees" was appointed. A similar approach was made to the students. As a result, faculty-student committees raised funds, cleaned up the camp grounds, helped make repairs and build a new dock, collected and sorted clothes, purchased food and equipment, selected and trained counselors. Colbytown is an all-campus project.

Although the camp is small, 250 children have come under its influence during the past ten years, and the philosophy of the camp has permeated the life of the college where it originated. Colby recommends its project to other colleges as a rewarding experience in which action is substituted for textbook and laboratory theory. President Sawyer says of the camp, "It represents an ideal of brotherhood and service which should be a part of all Christian colleges. We may not be able to give life, but we can help to save physical, spiritual, and emotional life by using the talents and resources we have." He dreams of the day when other colleges will join Colby—when 200 colleges will teach 5,000 youngsters brotherhood through similar projects each year.

"Why Are We Here?"

ROBERT J. HANNELLY AND WALTER SEIFERT

Now and then, when the pressure of administration subsides, we close the office doors, take a long look out across the campus, and ask just why we're here.

Ours, Phoenix College, is a two-year junior college. If our calculations are correct, we have the average student one-fourth of one per cent of his total life span. How can we help him in this fragment of time?

In the strictly academic sense, we suppose we're here to guide some 2,000 students over the curricular hurdles that lead to the Associate in Arts degree.

But this is indeed a very narrow view. If one examines the problem of education in terms of the whole problem of living, the curriculum loses much of its traditional sanctity. And, if one is progressive, it certainly loses rigidity.

If we were preparing our people to spend the rest of their days in the isolation of a library, the *bookish* aspect of education would, of course, prevail.

Just what *are* we working toward? What attitudes and skills are demanded by the hurly-burly world of which these students are already a part? What are the general tools they will need for survival and success today and tomorrow

as individuals and as members of a democratic state?

Are we as a faculty aware of these actual problems of life? Is our entire effort aimed squarely at their solution? Is our subject matter lively enough to interest; practical enough to instruct? Do we as teachers practice the high ideals we preach?

Well, we don't know all the answers, but we do keep asking these questions. To combat the tendency of doing and doing without ever asking "why?" we have adopted a tentative yardstick for all we do. Like everything else on the Phoenix campus, this yardstick is not sacrosanct. It will be changed whenever better ideas come along.

As it stands today, however, this is the evolving educational philosophy of Phoenix College:

Students must be educated in and for democracy. They should be conscious of group and social responsibility, yet capable of independent thinking. Recognizing the ethical principle of democracy, the brotherhood of man, and the dignity and worth of the individual, they should understand their freedom in attaining self-realization so long as it is consonant with the collective good. All should share in the good things of civilization, and each individual should be free to achieve and contribute to his full capacity. The grave problems of

today, such as the race with the atom bomb, need to be accepted by youth as their own problems.

Students must learn to profit from differences in other persons and to adjust to changing times. They should be willing to accept different ideas, to study all sides of a question, to develop habits of critical thinking, and to fight bigotry and superstition.

Students must learn to live fully. How to enjoy themselves as well as others, how to enjoy their vocational as well as avocational life, how to make worthwhile use of fragments of time, and how to entertain themselves without constant external stimulation are objectives for all. Specialized training should be strengthened with a broad educational foundation, and the values of college experiences should accrue to those who do not complete a degree-granting program, as well as to those who do.

Students must learn to understand themselves and to plan their life work in terms of that understanding. Opportunity should be given them to explore different areas, especially if they have not decided on a definite course of study. They should learn to fit into their social and vocational environment and to help themselves as responsible group members.

With this as the yardstick, how do we measure in our business of equipping students for actual life? Are we guiding and inspiring them toward good stewardship in their individual and group pursuits? Helping them to avoid the mass of human tragedy one sees on every side?

It seems, on long reflection, that if Phoenix College is doing its job, its graduates will leave better prepared in several basic respects than when they came.

These *basic respects* transcend the curriculum. They are found in live mental attitudes rather than in dead facts. They grow out of the combined influences of the campus, rather than from the sole impact of any one. Their roots go back to classrooms, clubs, sports, student government, bull sessions, dances, debates, and that elusive but priceless substance we know as spirit.

If the plan is successful, the graduate is first of all a healthier individual. With required courses in physical education; with full facilities for recreation and cleanliness; with lectures on personal problems in the biology and other departments; with modern audio-visual aids; with, most of all, an honest, inquiring attitude, the student must learn considerably more about his body and how to care for it.

In keeping with modern science, mental health is considered just as important as the physical side. The Phoenix system of guidance begins with the instructors, each of whom has fifteen *advisees*. The students meet with advisors frequently, discussing their daily problems, their vocational aims, and life aspirations. In cases where complex maladjustment is suspected, students are channeled through the office of the deans to the Veterans Guidance Center, the system psychologist, or the U. S. Mental Health Clinic, which offers psychiatric service in Phoenix.

Most of the graduating sophomores are sensitive to the problems of community health, realizing that whatever affects a group also affects the individuals in it. To summarize the basic field of health, it appears that the College is able to be helpful in matters of personal well-being (physical and mental) and in the recognition of society's health problems.

What else is the College able to do?

The second contribution is to change the student's behavior by getting him to think and act democratically. At Phoenix College, the word *democracy* is heard perhaps more often than any other. As the yardstick suggests, if these young people are to take their places in a democratic society of self-governing citizens they must *practice* democracy *now*.

When there are problems to solve, they are solved as a group, realizing that many minds are better than one. It is sometimes slower this way, and often discouraging. It lacks the split-second timing of autocratic rule; but, in the long run, it's best to let the students learn to do by doing.

The highest governing body on the campus is the Advisory Committee composed of elected students, appointees of those elected, faculty members who are elected, and a few administrators. This is the senate and the supreme court. It allocates all student funds. It judges major disputes. It has a lively, controversial life.

Democratic student government also includes the student executive board and the active associations of men and women students.

Far more important than any board, however, is the fact that democratic ideals are practiced in all campus life. The faculty joins weekly in free democratic discussion. The students enjoy spirited debate in the small classroom groups. There is an obligation for faculty and students to examine all sides of a question rather than to accept the immediate answer.

Two years is a short time, but it is thought that the average sophomore leaves the College better than he came with respect to the fundamentals of democracy because:

He understands the rights, privileges, and responsibilities of individuals. He is able to conduct himself properly within a group and make his ideas felt. He is more willing to respect the fine thinking of others, whether or not he agrees. He is willing to accept the group decision as his own after a democratic discussion.

A third development which should influence the behavior of students who graduate from Phoenix College is an understanding of the significance of the family for the individual and society, and the conditions conducive to successful family living.

In recent years, a course in family life has been installed to integrate the domestic aspects of economics, home economics, biology, philosophy, and the kindred practical sciences. This year, following completion of a new, large

home economics building, a nursery school has been opened right on the campus. Here the young women, most of them future mothers of the community, study the care and training of children in real life situations. It seems redundant to speak again of learning-to-do-by-doing, but that's the keystone of the whole operation.

One of the objectives is to give the graduate a clear impression of the elements which make for successful marriage. A glance at the current divorce rate here, or anywhere in America, proves the need for such education. It is the sincere belief of the College that marriage is the core of normal adult life, and an all-out effort is made to help graduates succeed in this most important endeavor.

The fourth respect in which it is hoped students grow has been called *Distributive Education*. This is of special importance because for many the hour already is late. These are the last classrooms many will know.

If the program is successful, the departing sophomores will have learned something extra about purchasing and using goods and services intelligently. Courses in consumer economics, retailing, selling, advertising, and buying of foods in home economics touch many students in this regard. Others get practical experience in budgeting as they budget the entire student funds.

A college such as Phoenix, which prides itself in taking "All the

Children of All the People," cannot live in an academic stratosphere, unsullied by vulgar matters of trade. It wants its students to know how many cents there are in a dollar, something about the quality of goods they buy, something of the virtue of thrift. It also wants them to realize it's not what they earn, but what they spend, and how they spend it. It wants them to get their reasonable money's worth in a world of snares. If the College succeeds, its graduates are sensitive to the economic consequences of their acts. They know what happens to the taxes they pay. They are able to protect their interests firmly in business matters and yet remain friendly and considerate of others.

The fifth aim at Phoenix College is less specific than the rest, but quite as important. It is to give each student a general understanding of the nature of the world and man. This is admittedly a large undertaking.

After long reflection, a decision was reached to install a general course in the physical sciences that would embrace some of the highlights from chemistry, physics, astronomy, geology, and meteorology. There also will be a new life-science course. This type of general education should give the average student the broad perspective he requires without subjecting him to the fine technicalities of the preprofessional course. These courses are being installed so every student will have some

understanding of the scientific basis of the universe and of the scientific method that underlies our progress.

The next aim—appreciation of the finer things of life—has special meaning in this modern age. Everyone knows the inroads of machine technology on mental peace—the tensions and frustrations generally felt among us. We also know that those who have developed their capacity to appreciate beauty seem better prepared to cope with the materialism of the world today.

During the two years, the students roam almost at will among the so-called Fine Arts. All become acquainted with the best in modern thought through critical essays in the freshman English classes. Here, by deliberate plan, the meaning of culture is explored. Here also, in definite form, a series of lectures is given to publicize the cultural offerings of the campus.

Most of the students become rather intimately acquainted with music, drama, art, or one of the nature studies. It is the conscious aim that each develop at least one interest besides his vocational field. The student body, faculty, and entire community enjoy such special events as art exhibitions, lectures, concerts, and trips to points of historic or cultural interest.

A typical example of the way in which the College fosters the cultural life of its community is the

series of weekly book reviews. More than 300 residents and visitors come to the College auditorium each week to hear competent speakers discuss significant books. The reviewers, like the audience, are drawn from many walks of life including professors, authors, ministers, radio announcers, high school teachers, and housewives.

The students are not forced to attend book reviews, but many do. They, like the townsfolk, seem to gain benefit and enjoyment. These programs are, to return to the question in the title of this article, another reason why we're here.

The eighteen months of junior college life move fast, yet there is ample time to improve the student's use of leisure hours. It has been said that anyone who *grooves* his extra time can master the deepest subjects—acquire the most satisfying skills. Whether or not this is true, we all know how human it is to *kill* time.

At Phoenix College, it is believed that the businessman who relaxes now and then at golf leads a generally better life than one who is concerned just with business. A popular course in golf, therefore, is offered. Much of the curricular and co-curricular program is devoted to the development of outside interests. In this connection, active participation in sports is fostered—even if it's only ping-pong or horseshoes—rather than

passive spectatorship at the professional coliseums.

The eighth in the list of general objectives is one in which most junior colleges can excel—the development of ethical values and principles and the ability to live cooperatively with other people.

Phoenix College, like most of its kind, is large enough to be strong, yet small enough to be friendly. The student is not just a number. He gets to know the faculty well, and they come to know his problems. This intimate association between the faculty and students gives a sense of individual worth to each. There is a spirit of *camaraderie* and unison one seldom finds in the great four-year schools. There is mutuality of interest and sympathy — the *human touch*. As an alumnus recently said on returning to the campus, "Your faculty are more interested in people than in facts."

Phoenix College has its share of crises, but they are solved as a team. It is always heartening to see the faculty and students join in cooperative decision. In these group efforts, the guiding force is *principles*. At the bottom of a problem, it is generally found that a principle is involved. The man or woman who has developed a basic set of principles has respect for the rights of others. In all the campus life, there is an effort to practice these principles.

Someone once said it's futile to have good aim in life if you

don't pull the trigger. That suggests the final objective—the art of expression or communication. If the College is successful, the students learn to think more rationally; to express their thoughts clearly; and to read and listen with understanding. The arts of speech and drama are stressed so they will have greater ability to make their ideas known. But back behind this rostrum, objective thought is stressed—logic and the critical approach. An effort is made to let the graduates become facile with such modern instruments as the radio mike, the wire recorder, and the telephone. But more than that, an effort is made to have them *have something excellent to say*. For this reason, instruction in communication has grass roots in the algebra class, philosophy, and the how-to-think-straight areas of freshman English.

In sum of all these aims, if the College is successful, the graduating sophomores are healthier than when they came, they think and act more democratically, they know the factors conducive to family happiness, they are intelligent consumers, they understand and use the scientific method, they appreciate more beauty, they make better use of leisure time, they are guided by high principles, and they can communicate their ideas more effectively.

Yes, as we look out of the office window at the students on our paths, we realize that two years is a very short time. But we also

know from personal observations and talks with graduates we are able to change the behavior of many young men and women in many ways. That, as every parent and teacher knows, is a wonderfully satisfying reason for being here.

Junior College World

JESSE P. BOGUE

NATIONAL CONVENTION. The national convention of the American Association of Junior Colleges will be held at the Roanoke Hotel, Roanoke, Virginia, March 26 to 29, 1950. Delegates and visitors may make reservations directly with the hotel. Official quotations for rooms are as follows: singles, \$6 and \$7; twin bedrooms for double occupancy, \$8, \$9, and \$10; two-room suites, \$18, \$20, and \$22. Meal prices are quoted at \$1.25 for special breakfasts for groups, \$2 for luncheons, and dinners and banquets from \$3 to \$4, depending on the selection of menus—\$3 for turkey or capon, \$4 for filet mignon.

The Hotel Roanoke is beautifully appointed and one of the best arranged in the country for conventions. In fact, it was built primarily for the accommodation of conventions with ample meeting rooms for small and large gatherings, exhibit space, and so on.

It appears at this writing that the program will be one of the best the Association has produced. Some of the main headliners who have accepted an invitation to address the meeting are:

Robert B. House, Chancellor of the University of North Carolina

Douglass Southall Freeman, famous editor, author, and scholar, who is now

engaged in the monumental work of writing the definitive biography of Washington

George F. Zook, President, American Council on Education, who will retire from that office during the present year and who was instrumental in founding the American Association of Junior Colleges thirty years ago in St. Louis

Earl J. McGrath, United States Commissioner of Education

Research and Service Committees will hold sectional meetings in the following order:

Monday afternoon, Curriculum and Legislation

Tuesday morning (for the main session of the convention), the Committee on Student Personnel

Tuesday afternoon, the Committees on Administration and Teacher Preparation

The Legislative Committee announces that Francis J. Brown, Staff Associate of the American Council on Education, will address that sectional meeting and act as special consultant on legislative problems. No one in Washington is better informed on legislative matters relating to education than Dr. Brown. Hugh G. Price, Dean, Montgomery Junior College, Bethesda, Maryland, is the Chairman of the Legislative Committee.

One of the hot spots in the convention will be the meeting of the Committee on Administration be-

cause it will deal openly with the problem of junior college athletics with special reference to post-season games for intersectional championships as well as several related problems. Basil Peterson states that some of the issues for discussion will be:

Should the American Association of Junior Colleges favor a program of intercollegiate athletics leading to national championships?

Should the Association favor establishing national minimum uniform eligibility standards? If so, what should these standards be?

What are the objectives and program of the National Junior College Athletic Association?

Does the American Association of Junior Colleges approve the National Junior College Athletic Association and its program?

Junior college administrators will be represented by Rodney Cline, Northeast Junior College, Monroe, Louisiana; Frederick J. Marston, Kemper Military School, Booneville, Missouri; and J. Paul Mohr, Sacramento Junior College, Sacramento, California, and Chairman of the California Athletic Committee for Junior Colleges.

The National Junior College Athletic Association will be represented by Reed K. Swenson, Weber College, Ogden, Utah, and President of the Athletic Association; and Mike Mason, Director of Public Relations, Compton College, Compton, California.

Plans for the programs for the other committees are not ready for public announcement at the time

of this writing (December 6, 1949). From recent personal contacts with J. B. Young at Houston, Texas, and Henry W. Littlefield, at Boston, and from correspondence with J. Anthony Humphries, it is known that real progress is being made. In all probability, by the time the January *Journal* is published, the other committees will have completed their programs.

President Curtis Bishop announces that musical programs will be furnished by the Mars Hill College Choir, Mars Hill, North Carolina; Virginia Intermont College Choir, Bristol, Virginia; Shenandoah College Choir, Dayton, Virginia; Averett and Stratford Choirs from Danville, Virginia; and the Roanoke High School Chorus. President Bishop has announced another interesting feature—a trip to Washington and Lee and V.M.I. campuses, buffet dinner at Southern Seminary and Junior College, and the spectacular display at Natural Bridge, "The Story of Creation." This trip will be made on Monday evening following the sectional meetings.

Plans call for the adjournment of the convention at noon Wednesday, March 29. Further announcements will be made through the *Washington Newsletter* and the *Junior College Journal*. From the writer's contacts at state and regional conventions and from correspondence, it seems likely that the Roanoke convention will be largely attended.

Northwest Association. The

Northwest Association of Junior Colleges held its annual meeting at Spokane, Washington, December 8, 9, and 10, 1949. The main theme of the sessions dealt with junior college building programs and problems. "Principles and Philosophy of Junior College Building Programs" was discussed by S. V. Martorana, State College of Washington; Paul F. Gaiser, Clark College, Vancouver, Washington; and D. Grant Morrison, Supervisor of Junior Colleges, State Department of Education for Washington State.

"Junior College Building Plans Underway or Recently Completed" were reported by President G. O. Kildow of North Idaho Junior College; President Eugene B. Chaffee of Boise Junior College, Idaho; President T. D. Schindler of Lower Columbia Junior College, Longview, Washington; President Paul F. Gaiser, Clark College, Vancouver, Washington; Superintendent M. L. Martin of the Yakima Public Schools for Yakima Junior College; and President G. H. Vande Bogart for Northern Montana College, Havre. A special invitation was issued by the Association for guest architects to attend and participate in the discussion.

"Practical Problems Encountered During the Building Program" was considered by Cleve Westby, Director, School Building Facilities, Washington State Department of Education. Resource leaders were Thomas R. Cole, Professor of Educational Administration, University of Washington;

and Zeno B. Katterle, Associate Professor of Education, State College of Washington.

The Association sponsored the joint dinner meeting with the Northwest Association of Secondary and Higher Schools. Dean Charles R. McAllister of the Cathedral of St. John the Evangelist, Spokane, and author of *Inside the College Campus* was guest speaker. Harold Hoeglund, President of the Junior College Association, presided at the meeting and is due congratulations for what seems to have been a most successful program.

Georgia Association of Colleges. The Georgia Association of Colleges will hold its annual meeting in Atlanta on January 27 and 28. The theme of the session will be *The Responsibility of Education for World Understanding*. The officers are: Spright Dowell, President, Mercer University; Lloyd A. Moll, Vice-President, Middle Georgia College; and Lloyd W. Chapin, Secretary-Treasurer, Georgia Institute of Technology. A joint meeting will be held on the 27th between the junior and senior college associations. Separate meetings will be held on the 28th. This writer plans to attend and speak at the joint session with Walter Martin, Dean, College of Arts and Sciences, University of North Carolina, on the subject of "Cooperation Between Junior and Senior Colleges for Education in World Understanding." The Association of Junior Colleges' program will be

under the direction of the chairman, President G. P. Donaldson, Abraham Baldwin Agricultural College, Tifton.

Missouri Association of Junior Colleges. This Association convened at breakfast in St. Louis on November 4th with fifty junior college administrators and teachers present for the day's annual meeting. B. Lamar Johnson, Stephens College, Columbia, presided. Earl E. Camp, President, Monett Junior College, Monett, spoke on the implications of the public junior college section of the North Central Council meeting held in Pueblo, Colorado. Harlie L. Smith, President of William Woods College, Fulton, spoke regarding the implications of the findings of that conference on accreditation procedures. Charlie Bess of Flat River Junior College, Flat River, spoke regarding further tax support for Missouri Junior Colleges.

Junior College Day was held at the University of Missouri on December 10. Earl E. Camp presided and presented the following program: "Improving College Teaching" by Elmer Ellis, Dean, College of Arts and Sciences, University of Missouri; and "The Qualities of Superior Teaching in College" by Donald F. Drummond, Director, Program for the Improvement of Teaching in Colleges and Universities, University of Missouri. Edward U. Condon, United States Bureau of Standards, Washington, D. C., was guest speaker at the luncheon. The afternoon program

consisted of four presentations: "The Improvement of Learning by Improving Reading Abilities" by Blanche E. Dow, President, Cotty College; "The Guidance Role of the Classroom Teacher" by R. A. Ball, The Kansas City Kansas Junior College; "The Part of the Teacher in the Pre-School Conference" by Frederick J. Marston, Kemper Military School; and "Audio-Visual Aids in the College Classroom" by Dean Elmer Ellis.

Kansas Public Junior Colleges. The Kansas Public Junior Colleges held their first state-wide meeting of administrators and teachers at El Dorado Junior College, El Dorado, on October 8, 1949. The meeting was organized as a conference and workshop. William A. Black, Head, Department of Education and Psychology, Kansas State Teachers College, Pittsburg, addressed the morning session on "Objectives of the Conference and Workshop." Harlie L. Smith, President, William Woods College, Fulton, Missouri, was guest speaker at the luncheon and spoke to the theme, "The Role of the Junior College Instructor in General Education." Fifteen study groups were organized for the workshop, and the final summaries were given by Dr. Black. President W. H. Crawford, Dodge City Junior College, and President of the Association, writes:

We feel that this meeting was of real value and that it will become a permanent feature of our effort here in Kansas. Many of the groups have set up permanent committees for keeping

their work continuous. The instructors are enthusiastic about this plan for our state.

Dwight C. Baird, President, Trinidad Junior College, Trinidad, Colorado, and F. Floyd Herr of the State Department of Education, acted as special consultants. Approximately 265 administrators and instructors participated in the program. A questionnaire was mailed to all those who attended and indicated enthusiastic approval for continuing the meetings. One item came out prominently in the returns:

The junior college instructors and administrators are determined to ascertain

the educational needs of the communities they serve and to develop a program to meet those needs.

The Vice-President of the Kansas Association is K. R. Galle of Arkansas City. V. S. Hass, Fort Scott, is Secretary-Treasurer.

NOTE: Our congratulations to Kansas. You are on the right track, and your action is in line with the general program of the American Association of Junior Colleges. It appears that the state meetings of all junior colleges including teachers and staff members prove to be one of the very best ways to create common understandings of the junior college movement, to provide for a free exchange of plans and ideas, and to create enthusiasm for professional work. State associations are increasing and should be organized in every one of the states where there are junior colleges. Even little Delaware with only one junior college is planning a state meeting!

From the Executive Secretary's Desk

JESSE P. BOGUE

THE MOST significant information which has come across the *Desk* in recent months is from California. It is in the form of an announcement from John L. Lounsbury, President of the California State Junior College Association, that Carnegie Corporation has made a grant of \$30,000 for a study of general education in the junior colleges of that commonwealth.

In securing the grant, the University of California at Los Angeles, the State Department of Education, and the American Council on Education, through the Pacific Coast Committee of the Council, cooperated with the California State Junior College Association. This is another token of what can happen when educational statesmanship is exercised to pool the strength and resources of all interested organizations toward the solution of a basic problem.

This writer is aware of the interest which has been shown in California for several years in furthering a project for concerted study and action to implement a better program of general education. At the fall meeting in Bakersfield in 1946, one of the significant papers presented was from Grace V. Bird who advocated an exten-

sion of general education in all the junior colleges of the state. Her conviction was so strong it was suggested that probably the State Department of Education should prescribe additional areas of study for the junior colleges. The consummation of the grant, therefore, results from long and cooperative efforts by California junior colleges. It did not drop out of the sky.

California is now in a favorable position to take another step forward. The values of the studies and the plans for making them effective in the programs of the colleges will eventually flow into the channels of influence for all junior colleges and thus strengthen and enrich the entire movement. Already California has reached the stage of providing free education through the 14th year and has firmly established this as a state policy. Moreover, the district law of 1921 is generally regarded as a distinctive contribution to the establishment of junior colleges on a strong educational and financial foundation. In 1948, *A Report of a Survey of the Needs of California in Higher Education* was published. This document contains a great deal of information regarding the junior colleges of the state.

It points out the need for additional colleges in order to complete a master plan of distribution of institutions. The *Report* also points out resulting opportunities to greater numbers of the youth and adults of the commonwealth. That this report has been taken seriously is evidenced by the fact that five additional junior colleges have been organized in 1949: Contra Costa County, Los Angeles Harbor at Wilmington, Los Angeles Valley at Van Nuys, Los Angeles Trade-Technical Junior College in Los Angeles, and Shasta at Redding. It is apparent that California is now engaged in a double-headed program—one, to enrich the content of the program with reference to realistic educational needs; the other, to extend the establishment of institutions to all sections of the state under a functional master plan.

The Need for the Studies

The need for the studies in general education were set forth with the following convictions:

All studies of junior college problems in the state resulted in the almost universal statement that an outstanding program of general education was needed for all post-high school youth.

If citizenship is to remain democratic in the present complicated age, much broader preparation is absolutely necessary than was needed in former years in America.

Members of the American society who are functionally illiterate with respect to their present-day citizenship are incapable of discharging their responsibilities.

Disruptive influences on family life threaten to destroy this basic social in-

stitution and thus remove the most stabilizing force in a democracy.

To counteract these influences, habits of wholesome family living demand training at a level of maturity beyond the high school.

Ever increasing technological developments are forcing age groups, both the younger and the older, out of the labor market.

As man-hour production constantly rises, leisure for all increases, and the years of productive employment become fewer. The end result of this socio-economic factor will depend on the way in which citizens are equipped to spend their time not devoted to gainful employment.

In order to achieve satisfactory social conditions, newer and better kinds of educational experiences must be provided for vast numbers of youth who cannot profit by the offerings of traditional patterns of education.

Just what should be included in this educational experience—how it should be presented to students and experienced by them—seems to be the crux of the problem and of the need for the study of general education in California junior colleges. The state is admirably organized to carry out the study. The funds have been provided, and the results should be of great value to all junior colleges seeking ways and means to solve the critical problems of contemporary civilization.

Educational Climate Favorable

The educational climate of California is favorable for the general education studies. Three state colleges are making progress in their plans for general education programs. The University of California, on its several campuses, is

making a study of the same problems and programs. Historically, California junior colleges have come to grips with the basic needs time and again. The need for general education is, therefore, deeply felt. Californians are gamey and not bound by the inhibitions that prevent some sections of the country from hearing and trying some new thing. In one sense of the word, Californians are still pioneers. If they have traditions, they are largely of pioneer background. The big country—wide and open—is a favorable climate in which one can take a chance and still survive. It encourages the development of the spirit of experimentation, exploration, and adventure. With the atmosphere clear and the ceiling high in the California educational sky, the junior colleges have a chance in a lifetime to adventure into the kinds of education needed in terms of the unique character of their student composition and their wide functions in the several communities of the state.

The Scope of the Studies

The scope of the California studies will be limited by the following factors:

There will be a critical analysis of the personal and social needs of all students relative to their ultimate satisfactions as normal members of present-day society.

Visualizing the needs of students for knowledge, wisdom, attitudes, and skills, the task will be to devise curriculum changes necessary to meet these needs.

Methods of instruction and the use of materials to insure maximum attain-

ment by junior college students in general education will be studied and recommendations made for their development.

The function of counseling and guidance, placement and follow-up has always been sensed as a fundamental need in junior colleges. Patterns of organization and more effective procedures will be designed to bring this function of the colleges to the highest possible degree of efficiency.

Realizing that the life of students at the college is filled with opportunities for democratic participation and that citizenship is learned largely by doing, administrative patterns will be designed to operate to maximum capacity in a comprehensive program of student activities.

In the final analysis, general education will not be found in the materials, methods of instruction, or form of administration, but in the habits of thought, attitudes of mind, and emotional reactions of students who have become self-reliant, self-directing, mature, and well-adjusted members of society. The scope of the studies will embrace considerations of the ways and means to reach this ultimate objective—adult citizens living usefully and with satisfaction to themselves as well as to society in general.

Organizations in the Study

The organizations interested in the study and which will take an active part will be: The American Council on Education, Pacific Coast Committee; California State Junior College Association with its three subdivisions, Southern, Central, and Northern; School of Education, University of California

at Los Angeles; California State Department of Education. It is further planned to extend invitations to all educational institutions in the state to take part in specific conferences as auditors and advisers. Within the junior colleges, presidents, deans, principals, directors, guidance officers, directors of student activities, instructors, and other individuals within and without the junior colleges will be consulted and their services utilized as may be required.

Time Schedule for the Study

The plan for action calls for the study's beginning early in the summer of 1950 with two seminars as a part of the summer session at the School of Education at Los Angeles. Participants in these seminars will then constitute a corps of consultants for regional con-

ferences. It is expected that at least twelve regional conferences will be held following the seminar sessions in all sections of the state so that all colleges may participate in them. Visitations will be made to every junior college for discussions and interpretations with the faculties. Final seminars will be held at the School of Education during the summer session of 1951 to bring together the findings and materials and to write, edit, and publish the findings. The final document will be the property of the American Council on Education as one of its official publications.

NOTE: The writer of the *Desk* considers the objectives, methods of approach, and the far-reaching plans for educational cooperation in the general education studies in California of such unusual significance to all junior colleges and to educational progress generally that the entire *Desk* section is hereby devoted to this forward step. Congratulations, California!

Recent Writings

JUDGING THE NEW BOOKS

SEYMOUR E. HARRIS, *The Market for College Graduates* (Cambridge: Harvard University Press, 1949). Pp. xvi + 207. \$4.00.

What is the shape of things to come for our ever-increasing supply of college graduates? As we rush forward with our plans and programs to expand educational facilities and educational opportunities, are we certain of finding a continuing high demand for our output? It is in pursuit of answers to these questions and the many related issues that the author, a Harvard economist, applies the techniques of his profession to the "assessment of supply and demand conditions for college graduates."

The worthwhileness of these considerations cannot be overemphasized in a day of expansionism in higher education. Traditionally, the educator, believing firmly in the intrinsic value of the educational process in facilitating personal growth, has welcomed every opportunity to extend educational opportunities to more and more qualified individuals. Seldom does he pause to recognize that his efforts for the individual may also be considered in the context of the labor market which will face the graduate.

In emphasizing the importance of this consideration, the author states in the preface:

We are being unfair to the country's youth if we encourage them in further education without at the same time warning them that a large proportion, after graduation, may not enter the professions or occupations of their choice.

The author found himself in strong disagreement with the feeling of the President's Commission on Higher Education that the government and related agencies must expand facilities for higher education to 4.6 millions by 1960. He states:

The President's Commission, in failing to tackle this problem, might well be criticized. It is a serious reflection on the government, the universities, and on research organizations that they have not made a thorough survey of the supply and demand for educated men and women in industry and professions.

Harris notes with alarm the tremendous expansion in higher education with an eventual college graduate population approaching 15,000,000 and surveys in detail the possible outlets in the employment market for this flood of talent. To him, it appears obvious that the expansion of educational facilities must not be governed alone by the number of those capable of assimilating higher education, but

that planning should include a thorough consideration of capacity of industry and the professions to assimilate the output of the program.

The author declares his intent and identifies his audience in this manner:

The issues discussed in this book are important and serious. I should like to have them considered by intelligent citizens, by those who influence educational policy, and especially by the millions of parents who are sending, or who plan to send, their children to institutions of higher learning.

Because of the unorthodox arrangement of the material, the author has included a special section called "Reader's Guide and Quick Summary" to describe the organization of the book.

Part I, "A Survey of the Problem," accounts for about one-third of the book and presents the essential analyses and conclusions, stripped of much of the documentation and statistics. This section is written for the general reader, and stands by itself.

Further analyses and the major part of the documentation are in Part II, with Chapters 2A to 5A corresponding to the development in Part I.

To persons with a minimum amount of time, the first chapter in Part I, "What is the Outlook?" and the final chapter, "Recapitulation and Conclusions" are valuable.

In the original chapter, the author documents quickly his main thesis that our society will soon

be called upon to assimilate a larger number of college graduates than ever before. He sees little chance of the need for professional services keeping pace with the increasing availability of professional persons. He feels immediate action is necessary to publicize this condition. He states:

It is imperative that the country not only understand the advantages of higher education other than preparation for selected professions, but essential that the promised excess of supply of educated men and women over demand in the desired positions be advertised widely and the serious political, social, and economic repercussions be generally known.

In stressing the seriousness of this problem, he draws a comparison with Germany of 1931 to 1933 where the college graduate group in excess supply became the spearhead of the Nationalist Socialist movement. He stresses that social stratification still exists in our society, with the result that economic selection and family selection still determine who shall receive college training. His concern is that opening the gates through economic subsidy may result in increasing the disappointment and frustration when we deny the graduates the opportunity to practice and perform in society in a capacity for which they have been trained. In addition, he stresses the extremely difficult task which will be placed on the parent and counselor to anticipate the trends and needs of industry years in advance.

Harris feels the question of our

society supporting 4.6 million in higher education must be answered in the affirmative. However, a more pertinent question, he feels, is whether or not the investment will bring sufficiently increased performance in the level of employment that will be available. He notes that education has paid in the past but that the position of advantage of the college graduate *versus* the nongraduate person is declining. He foresees the day when college education will not pay, as measured in terms of annual income. He comments vigorously on the restrictionist practices in certain professions, medicine in particular, and feels that our society can afford and will pay for better medical service when the dam of restrictionism is broken.

In developing a statistical picture of the growing demand for higher education, Harris notes we have apparently chosen to take some of our gains of increased productivity for the worker in educational gains, and that in spite of withdrawing 13.5 million from the labor market by increasing the years of retention, from 1870 to 1940 we have doubled our national income every ten to fifteen years. From one viewpoint, holding that education is a way of life rather than a preparation for living, it is apparent that continued increases in productivity may be accompanied by increased investments in educational areas.

Many other problems are discussed in relation to the total

problem, including the effect of increasing the education for women, the retention of larger percentages of women in the laboring forces, regional maldistribution of college graduates, and possible readjustments in the spending patterns of the American public. His main conclusion is that an excess of supply is ahead, and that the immediate obligation of the educator and government planner is to make these facts known to the consumers of educational services.

He sees possible alleviation of the situation through the shifting of some types of positions from the non-college graduate to the college graduate through frontal attacks on restrictionism, through our society's increasing its preparation of expense for medicine, education, religion, social welfare, and other services in which college personnel perform. His concern is for immediate action in terms of large scale research and surveys to define the problem more accurately than has been possible in his preliminary study. From his preliminary study, he is certain the results will indicate a problem and only its magnitude is open to question.

His concluding directive is stated:

Let us apply therapeutics before the number of college graduates reaches 15 million and appropriate openings rise to, let us say, but 6 million. A guided and orderly adjustment is necessary to forestall discontent, snowballing of costs, and an eventual revolutionary movement sparked by millions

of unemployed, frustrated, and downgraded college graduates. Our young men and women should know what to expect before, rather than after, they go to college.

There can be no question but that this is an important and challenging book for those concerned with higher education, and the issues it raises must be met by anyone with a sound philosophy as to the place of higher education in America today. This reviewer has attempted to present an adequate and fair portrayal of a well-written, systematic book. It must be granted that Harris has defined the problem carefully, has based his argument on certain recognizable assumptions, and if granted these original premises, he can be said to have proved that a crisis of oversupply is inevitable.

However, this reviewer would like to list the assumptions underlying the author's presentation, as he sees them, and then assess their validity:

The primary purpose of higher education is vocational training.

Higher education can be called successful for any individual when it culminates in satisfactory vocational placement.

Satisfactory vocational placement is placement in the areas of the professions or certain high level administrative positions.

It is "unfair" to others now holding proprietor - managerial - administrative positions for college graduates to crowd them out.

Failure to achieve a satisfactory vocational placement will result in frustra-

tion to the individual and have dire consequences for our society when the situation becomes common.

The first assumption may be criticized on the grounds of narrowness as most educators would speak in more general terms of total adjustment which would include the vocational aspect. Perhaps this difference is not crucial. The author alludes to the importance of general education, and education as a way of life, but his statistical treatment uses the narrow concept based on the vocational premise.

The second and third assumptions are equally limited in their implications. Must we assume that the college graduate who accepts employment as a bricklayer at \$25 per day, who provides richly for his wife and children in terms of cultural and personal-social values as well as economic, who upholds his citizen and community obligations well, has necessarily wasted his years and efforts in higher education? Good judgment seldom conforms to such a rigid definition as Harris advocates. The leisure time activities, and the cultural, attitudinal, and value systems of the individual play an important role, along with the vocational phase, in determining satisfaction levels.

The fourth assumption is untenable on every count. It readily can be demonstrated that these are leadership positions, that those who will hold them may be ex-

pected to be better trained than their followers, and that retention at all levels of the educational system will result in increasing dominance of these areas by college personnel. In fact, one is inclined to call this the great undeveloped market for college graduates when today's entry requirements for these positions are examined.

The last assumption can be measured in terms of the question, "Is it necessarily frustrating for the college graduate to face competition for employment?" The author answers this best by his own evidence that despite publicized cases to the contrary, the college graduate fared better economically and emotionally under the intense competition of the last depression. One may question, if we accept the author's main

thesis, whether the obvious alternative to present trends — the restrictionism of opportunities in higher education — would not result in wider spread tensions and frustrations.

It is well to give serious consideration to the questions raised by the author. It would be wise to use many sources before establishing principles of operation. This reviewer believes the educator will see his mission as continuing his efforts to minister to the needs and capacities of the individual within the framework of his culture. Certainly, from every respect, the growing junior college movement with its increasing emphasis on general education diverges from the narrow specialization the author envisions.

Kenneth W. Lund

Selected References

H. F. BRIGHT

W. W. CHARTERS, "Freshmen Anonymous," *Educational Research Bulletin*, XXVIII (February 16, 1949), 48-53.

It is often asserted and quite generally believed that the larger the college the less chance for attention to the individual student. In the present interesting article, it is asserted that this notion is not true but that individualization depends upon the organization of a program rather than upon the size of the school. It is the opinion of the author that the large college has a better chance of handling the problem of individual guidance than does the small one.

A program of individualization is defined here by three characteristics:

First, the needs, abilities, interests, and goals of each student must be known by the college.

Second, the program of study of the student must be built upon the basis of this information.

Third, some person on the campus must know well the student's background, his abilities and defects, his triumphs and defeats, and his personal problems. This person must stand in *loco parentis* to the student and act as a personal reference point for him.

Two solutions for this problem have been developed. The first, a centralized personnel office, has the advantage of efficiency but often lacks the personal touch. The second, the decentralized method, uses every instructor as an adviser. Charters advises a combination of the two.

A frequently raised objection to the second program is that it will not work with the usual faculty. Charters points to fourteen years of experience with such a program as evidence that it can

be used efficiently. The success of the project depends upon two important procedures:

First, when teachers are employed they are selected carefully for interest in this sort of program in addition to academic merit.

Second, a program of in-service training is set up in a highly organized manner. In this way a corps of highly trained and interested advisers can be built up.

The first step after the program has been organized is to assign each student to an adviser and to supply the adviser with a folder containing all available information about the student. The adviser gets this information early enough to give him time to familiarize himself with it before the student enrolls.

In the first interview, the adviser interests himself not only in curricular matters but also in health, extra-curricular plans, aptitudes, and so on. In subsequent interviews, he becomes intimate with the school and personal problems of the student. Most of these problems require only an older head and common sense to handle. More difficult cases are referred to a clinic which should always be available. The main point is to have one person on the faculty closely in touch with the affairs of each student throughout the year. A concomitant benefit accrues to the faculty member through his greater knowledge of student life and its possible modification of his academic instructional methods.

It seems clear Charter's contention — that the large college can more easily handle this matter — can be supported. It is usually the larger school which can supply its advisers with detailed information from a central

bureau and which has clinics and specialists easily available for referrals.

Individualization, as here defined, can be achieved in any school in which the faculty is carefully selected and trained and which maintains a reasonable faculty-student ratio. The author has stated a good case for the feasibility of elimination of the "anonymous freshman."

- C. W. SIMMS, *The Present Legal Status of the Public Junior Colleges*, (Nashville: George Peabody College for Teachers, Bureau of Publications, 1948). Pp. ix + 165.

This study was completed at George Peabody College for Teachers as the author's doctoral dissertation under the direction of James W. Reynolds. Its stated purposes were:

to locate, assemble and organize into a comprehensive form the legal and semi-legal requirements pertaining to the establishment, maintenance, and operation of public junior colleges in the United States under general junior college legislation;

to recommend criteria for the establishment of public junior colleges; and
to evaluate existing legislation in the light of the criteria recommended.

Data for the study were obtained from state constitutions, state statutes, and supreme court decisions. Semi-legal requirements were obtained from state departments of education.

The scope of the study is suggested by the following chapter headings:

The Purposes, Need for and Procedures Underlying the Study

The Constitutional Basis of the Public Junior College

The General Legal Status of Public Junior Colleges

Legal Minimum Requirements for the Establishment of Public Junior Colleges

Legal Procedure for Establishing Public Junior Colleges

Legal Provisions for Support of Public Junior Colleges

Legal Responsibility for Local Adminis-

trative Control of Public Junior Colleges

Legal Requirements Concerning Junior College Administrative and Academic Standards

The Legal Status of the Public Junior College Teacher

An Evaluation of Existing Legislation with Recommendations for Future Enactments

Summary of Findings and Recommendations

The appendix consists of summaries of the various legal provisions pertaining to public junior colleges.

- RALPH W. McDONALD, "Fundamental Issues in General Education," *The Journal of General Education*, IV (October, 1949), 32-39.

In this article, the Executive Secretary of the Department of Higher Education of the National Education Association presents an analysis of the issues which must be considered in a program of general education.

McDonald discusses first the factors leading to the present emphasis on general education:

Internal developments. (1) The tremendous multiplication of knowledge in all fields has made impossible the task of achieving a knowledge of even the bare essentials of accumulated human thought. (2) The expansion of higher education faces us with an exceedingly heterogeneous group of students. (3) Free election combined with mass enrollment has caused a trend toward shallow work. (4) Educators have become self critical.

External developments. (1) The evolution of the individual as a force in society has made imperative the achieving of better education for all. (2) The world-wide threat to freedom which is evident on all sides has forced the realization that our citizenry must possess common basic values and knowledge. (3) The progress of technology seen in contrast to that of social thought points up a need for social and moral maturation through education.

The author does not define *general education* but states as its characteristics three elements: a recognition of commonality in the objectives of a col-

lege education, the recognition of a need for individual effectiveness and uniqueness, and an emphasis upon thoroughness.

Ten problems fundamental in importance to the general education practitioner are stated:

Goals. Both faculty and students must have in mind definite goals toward which they are striving.

Content. Four elements of content must be included: a core of knowledge, experience on the part of the student, analytical thinking, and value judgments. Outlines of courses and even single lectures should be judged by these criteria. Content should always be related to goals.

Organization. The author considers organization as inferior to content in importance but lists four frequently used patterns: the *developmental*, combining historical and evolutionary approaches; the *philosophical* or "great issues" approach; the *functional*, organized around contemporary problems; and the *activity* plan which develops about the planning and interests of the class.

Distribution. It is argued that nearly all of the work through the junior college years should be general in type. Only in the later years should the student specialize.

Faculty. It is more realistic to orient present faculties toward the point of view suggested than to wait for a new generation.

Relation to Other Programs. Specialized programs may reinforce that of general education if a conscious effort is made to bring this about.

Non-Instructional Activities. Activities outside the classroom should be considered as important as any others. They must be coordinated with all other types of activity.

Instructional Procedure. The teaching method should move toward the socially significant and the functional. Group dynamics should supersede the lecturer-listener relationship.

Diversification. Testing and counseling should function to find deficiencies and remedy them in order to bring all students to a common plane of understanding.

Evaluation. Group and individual progress must be measured by all available techniques both during the formal educative process and later. The present

trend toward self-evaluation in general education must continue and grow.

H. H. REMMARS and D. N. ELLIOTT, "The Indiana College and University Staff-Evaluation Program," *School and Society*, LXX (September 10, 1949), 168-171.

The postwar increase in student bodies together with greater competition from business and industry for teaching personnel has created problems of staff selection and in-service training in the colleges. Interest in staff evaluation has increased and has led, in one instance, to the Indiana College and University Staff-Evaluation Program.

Three instruments for evaluation were used:

The *Purdue Rating Scale for Instructors*. This is the well-known scale upon which students rate their instructors in ten traits such as interest in subject, sympathetic attitude toward students, and fairness in grading.

The *Purdue Rating Scale for Administrators*. This scale was developed for the Indiana program and consists of thirty-six "traits" grouped into ten general areas.

How to Teach and Learn in College. This is a test of teachers' attitudes toward teaching practices. It consists of 162 items.

Since the program was thought of as primarily an instrument for self-improvement, participation by individuals was voluntary, and results were sent to each participant by personal letter.

Fourteen institutions participated of which ten used the *Purdue Rating Scale for Instructors*, thirteen used *How to Teach and Learn in College*, and ten used the *Purdue Rating Scale for Administrators*. In addition to scoring and reporting results, the program included an analysis of the ratings. Some of the results of the analysis were as follows:

Such factors as sex, veteran or non-veteran status, and class did not affect ratings by students except that graduate students rated instructors higher.

It was found that certain definite rating patterns appear often in the profiles of teachers.

The second test has not yet been standardized fully but shows very large institutional differences in teachers' scores. This suggests differences in quality in the various faculties.

On the rating scale for administrators some interesting results appeared. It was found that the reliability of ratings on a given trait was high ($r = .88$). That is to say teachers seemed to agree in their rating of administrators.

A factor analysis was made, and three factors were found which appeared to represent (1) fairness to subordinates, (2) administrative achievement, and (3) democratic orientation. Investigation of relationships between the three factors shows that an administrator can show achievement with only moderate fairness to subordinates and that conversely fairness to subordinates does not imply achievement. Democratic orientation seems to be seldom present without fairness to subordinates.

No relationship was found between the type of administrative position held and the rating on the scale. Apparently the scale measures rather fundamental attributes which are important in all administrative positions.

ALICE R. BROOKS, "The Role of Instructional Materials Centers in Schools and Colleges," *The School Review*, LVII (October, 1949), 425-432.

During the last few years there has been evident in modern education a strong tendency against teaching from a single textbook and toward the use of all sorts of supplementary materials. This has its dangers for the efforts of publishers, universities, and other agencies to supply materials has resulted in an embarrassment of riches which tends to overwhelm the classroom teacher.

Many materials centers have been established, and some are serving a useful purpose. The extreme lack of uniformity of terminology, definition, and content of the centers, however, constitutes, in the view of this author, a situation which needs organization.

The following points are given as needing attention:

Materials centers should be made widely accessible, but their growth should be planned.

The purposes and scope of the centers should be carefully defined.

An overall plan should be applied for maximum efficiency.

The Center for Instructional Materials at the University of Chicago is described in the article. It consists of three units: the Audio-Visual Center, the Curriculum Laboratory, and the Center for Reading Materials. The Center is concerned with six major functions: (1) evaluation of available instructional materials, (2) dissemination of results of evaluations, (3) provision of facilities for research, (4) provision for examination of materials by teachers, parents, and students, (5) demonstration of effective use of materials, (6) consultative service to producers, educational systems, and so on.

It is pointed out that functions 3, 4, 5, and some aspects of 6 may be assumed by centers in school systems and in teachers' colleges. However, the larger functions should be carried out by strategically-placed major centers located, perhaps, at Teachers College of Columbia University, George Peabody College for Teachers, the University of Chicago, The University of Texas, and the University of California. Materials centers in teacher-training and library-training institutions might function not as evaluative centers but as reference centers and laboratories for training purposes.

Materials centers might also be set up for states and local regions to supply a working collection of materials for the areas they serve.

It is proposed that the overall plan for such a development as suggested above be initiated by the Association for Supervision and Curriculum Development of the National Educational Association. If it were carried out in

detail as suggested, there seems little doubt that the plan would result in elimination of duplication and in greater service to education.

E. R. GUTHRIE, "The Evaluation of Teaching," *The Educational Record*, XXX (April 1949), 109-115.

As a recent vote of the California Teachers Association demonstrates, there is a widespread feeling among teachers against the use of merit ratings in determining salaries. There is also much to be said for seniority as a basis for pay and rank.

On the other hand, there are advantages in recognizing merit. It is important to eliminate misfits and subsequent waste of money and misdirected effort.

As a consequence of a questionnaire answered by the faculty of the University of Washington in 1944, a procedure has been set up for evaluating teachers subject to promotion or who believe themselves unfairly dealt with.

The evaluation is made by a secret committee, including three men from the candidate's own department. The committee does not meet. Information furnished by the candidate is abstracted and furnished to each member of the committee together with a rating sheet.

Each member then reports to an executive officer. Items rated are given in the article. They include such matters as teaching effectiveness, research and publications, and value to the community. On several hun-

dred such ratings, the reliability (split-half) is .44. There is no significant association between ratings on teaching efficiency and research. Five of the items used were negatively related to length of tenure although this was not true of "teaching effectiveness" and "research contribution."

It is interesting to note that there is a major area of disagreement between these ratings and the teacher ratings secured from students over a period of some years. Student ratings agree much better with other student ratings than with faculty ratings on such matters as teaching effectiveness. Guthrie points out an obvious source of difference in that faculty members depend largely upon indirect sources for such judgments, and that if the students are right, full professors are not better teachers than assistant professors. Student ratings are used, however, only as sources of information for the teacher, not in conjunction with the faculty ratings. The writer believes that most faculty members regard the faculty rating system of value as a protection against "one man" judgments. Salaries have been raised where discrepancies appeared between pay and the ratings of colleagues. In a few cases, younger men have been furnished with objective evidence of the fact that their choice of a profession has been poor.

Guthrie argues that fallible as this type of judgment may be, it is less fallible than self-rating. He believes that the judgment of students and colleagues as to teaching performance offers the best available criterion for measuring teaching aptitudes.

Notes on the Authors

JEAN ELVINS SCOTT

S. V. MARTORANA presents in this issue another research report completed under his direction, *Recent State Legislation Affecting Junior Colleges*. Mr. Martorana is Assistant Professor of Education and Consultant for Junior Colleges, School of Education, State College of Washington, at Pullman.

In her article, *Colbytown Camp*, LOIS MACFARLAND, Director of Public Relations at Colby Junior College, New London, New Hampshire, has told of the inspiring experience in democracy enjoyed each summer by Colby students and faculty members at the camp they maintain for underprivileged children.

ROBERT J. HANNELLY, Dean of Phoenix College, Phoenix, Arizona, and WALTER W. SEIFERT, English Instructor at Phoenix College, in their provocative article, "*Why Are We Here?*" present the basic philosophy of Phoenix College.

The Market for College Graduates by Seymour E. Harris has been reviewed by KENNETH W. LUND, Director of Placement, Wright Junior College, Chicago. Mr. Lund has departed somewhat from the usual style of book reviews for the *Journal* and has presented a brilliant criticism of the premises upon which the book is based.

AMERICAN COLLEGE BUREAU

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Junior College Directory, 1950

American Association of Junior Colleges

Compiled by
JESSE P. BOGUE
Executive Secretary

SHIRLEY S. HILL
Office Secretary

THE Directory contains information concerning all junior colleges in the United States and its territories, Canada and other countries that maintain working relationships with American junior colleges. The list is inclusive of both accredited and non-accredited institutions and may, therefore, contain the names of some schools that are doing relatively little junior college work. The Directory omits, however, a number of institutions that give work of junior college level, not organized on a junior college basis. It omits also a large number of junior college branches of senior institutions which are organized on a temporary basis to meet the post-war college emergencies.

The Directory includes separately organized junior colleges, general colleges, or lower divisions of four-year colleges and universities located on the home campus only in case they are active members of the American Association of Junior Colleges. Whenever an institution has so requested, its name has been omitted from the list. Institutions for which no information was received for the 1949 Directory have been dropped from the 1950 list unless new information has been secured to justify the retention of their names this year. The data of the Directory have been taken from reports received during the fall of 1949 directly from some responsible officer of the junior college named, except as otherwise indicated.

The Directory for 1950 contains some new features: (1) a more exact type of accreditation or equivalent approval or recognition; (2) more definite information on the legal control or affiliation of the institutions; (3) a more complete breakdown of student enrollment to include full-time and special students and adults; (4) finally, the equivalent in full-time instructors of those who are teaching on a part-time basis. Space limitations in the Directory do not make it possible to report complete data concerning part-time instructors in all institu-

tions. For example, part-time instructors in some institutions may be full-time instructors who divide their time between the junior college program and that of an associated high school or academy, or between a senior college or university and the junior college or division, and in other instances they may be teaching part-time only in the late afternoon or evening while they are holding full-time positions in business, industry, or a profession during the daytime.

More complete data will be found in *American Junior Colleges*, second edition, published in 1948 by the American Council on Education, edited by Jesse P. Bogue, on all accredited junior colleges in the United States in 1948.

Explanations

The following explanations will aid in a more intelligent use of this Directory

Administrative Head.—Each institution's own designation of its administrative head has been accepted, with official title indicated following his or her name. This person is presumably the individual to whom correspondence concerning the institution should be addressed. Not the ultimate administrative authority, but rather the immediate and direct responsibility for the junior college administration is indicated especially for branch junior colleges, lower divisions of senior institutions and in some municipal and district school systems. There are wide variations in the lines of administrative responsibility, even in publicly supported junior colleges. No attempt, therefore, has been made to explain them in this Directory.

Accreditation.—Note: The American Association of Junior Colleges does not itself act as an accrediting agency. Member institutions are strictly prohibited by constitutional enactment to indicate, imply or publicize that they are accredited by this Association. Types of accreditation or equivalent recognition or approval (state, state university or regional association) are indicated by appropriate symbols arranged in order as follows:

D—State Department of Education; Board of Education in the District of Columbia; Junior College Accrediting Commission in Mississippi; Provincial Department of Education in Canada. "D" indicates that the junior college is fully accredited.

D¹—Indicates approval to operate as a junior college.

D²—Indicates that the junior college is recognized.

U—State University, state college, or equivalent institutions in states which do not have a state university; or by state college association or equivalent organization. "U" indicates that the junior college is fully accredited.

U¹—Indicates provisional accreditation.

U²—Indicates formal approval of the junior college.

U³—Indicates that junior college students are accepted on transfer with the same privileges extended all students applying for advanced standing, but that the university has no formal accrediting procedure.

E—New England Association

M—Middle States Association

N—North Central Association

S—Southern Association

W—Northwest Association

Affiliation with the Catholic University of America or the University Senate of the Methodist Church is indicated for those institutions not otherwise accredited.

Type—Three main types are distinguished: coeducational, for men only, and for women only, indicated by the initial letters, C, M, and W, respectively. Negro junior colleges are shown by (N) following the name of the institution.

Control.—The primary basis of classification, as commonly recognized, is twofold: institutions *publicly controlled* and institutions *privately controlled*. The first group is subdivided into state, local or municipal, district, union dis-

trict, joint union district, county, and joint county junior colleges; the second into those under denominational control or affiliation, nondenominational nonprofit institutions, and proprietary institutions. The following abbreviations are used for the denominations indicated:

A.M.E.—African Methodist Episcopal
 Assem. God—Assemblies of God
 Breth. Chr.—Brethren in Christ
 Ch. of Chr.—Church of Christ
 Ch. of God—Church of God
 Cong.-Chr.—Congregational and Christian
 Ev. M. C.—Evangelical Mission Covenant
 Ev. Un. Breth.—Evangelical United Brethren
 Fr. Meth.—Free Methodist
 Gr. Orth.—Greek Orthodox
 L. D. S.—Latter Day Saints (Mormon)
 N. Church—New Church
 Pent. Hol.—Pentecostal Holiness
 Pilg. Hol.—Pilgrim Holiness
 Presby.—Presbyterian
 Presby. N.—Presbyterian (Northern)
 Presby. S.—Presbyterian (Southern)
 R. Catholic—Roman Catholic
 Ref. Ch.—Reformed Church in America
 R. L. D. S.—Reorganized Church of Latter Day Saints
 7th-D. Adv.—Seventh-Day Adventist
 Un. Breth.—United Brethren
 Un. Ch. Can.—United Church of Canada
 Un. Pent.—United Pentecostal
 Wes. Meth.—Wesleyan Methodist

Year Organized.—Each institution was asked to report the year it was organ-

ized as a junior college. In some cases, however, it is evident that there has been reported instead the date of origin of an institution of the same or a similar name which has since developed into a junior college. Dates prior to 1900 should usually be interpreted in this way.

Enrollment.—Note that enrollment data are usually given for the previous complete year, 1948-49. In cases of newly organized institutions enrollment for 1949-50 is given. A "special" student is one who is taking less than a full-time program of studies with the intention of graduating. An "adult" student is one who is taking a course or courses with no intention of graduating.

Faculty.—Note that the number of faculty members, unlike the number of students, is given for the current year, 1949-50, in three classifications, full-time, part-time, and equivalent full-time.

Membership.—Membership in the American Association of Junior Colleges is indicated by a symbol preceding the name of the institution: an asterisk (*) for active members, a dagger (†) for provisional members. Active membership is open to any junior college which has received complete accreditation or equivalent recognition of any of the types indicated in the explanation "accreditation" above. Provisional membership is open to newly organized institutions and to others which have not yet received such recognition.

Summaries by States

State	JUNIOR COLLEGES			ENROLLMENT 1948-49			FACULTY 1949-50			Membership in A.A.J.C.	
	Total	Public	Private	Total	Public	Private	Total	Public	Private	Active	Provisional
Total	648	337	311	465,815	358,081	107,734	21,811	14,400	7,411	450	2
Alabama.....	10	1	9	2,466	695	1,771	169	14	155	6	
Arizona.....	2	2	0	2,159	2,159	0	81	81	0	2	0
Arkansas.....	8	5	3	5,528	3,765	1,763	267	202	65	7	1
California.....	80	69	11	162,059	160,965	1,094	5,701	5,530	171	39	1
Colorado.....	8	6	2	6,372	5,397	975	301	250	51	8	0
Connecticut...	11	0	11	7,773	0	7,773	559	0	559	7	2
Delaware.....	1	0	1	195	0	195	19	0	19	1	0
Dist. of Col...	7	0	7	12,234	0	12,234	303	0	303	6	0
Florida.....	9	4	5	2,428	1,233	1,195	154	78	76	6	1
Georgia.....	20	9	11	6,066	4,604	1,462	302	167	135	18	0
Idaho.....	3	2	1	1,853	1,340	513	102	66	36	3	0
Illinois.....	27	14	13	26,877	22,664	4,213	996	684	312	24	0
Indiana.....	3	1	2	409	300	109	42	21	21	1	0
Iowa.....	26	19	7	5,174	3,525	1,649	441	286	155	18	0
Kansas.....	22	14	8	5,392	4,249	1,143	443	308	135	18	1
Kentucky.....	15	2	13	3,695	363	3,332	256	21	235	13	0
Louisiana.....	3	3	0	2,294	2,294	0	82	82	0	3	0
Maine.....	5	0	5	802	0	802	80	0	80	4	0
Maryland.....	6	4	2	1,852	1,238	614	147	109	38	5	0
Massachusetts..	21	2	19	8,935	244	8,691	621	59	562	17	3
Michigan.....	13	10	3	14,637	14,160	477	410	378	32	11	1
Minnesota.....	13	10	3	4,352	3,778	574	287	217	70	11	0
Mississippi.....	24	14	10	9,589	7,578	2,011	602	477	125	15	1
Missouri.....	23	11	12	10,708	6,242	4,466	808	317	491	17	0
Montana.....	4	3	1	715	547	168	72	47	25	3	0
Nebraska.....	6	5	1	2,762	2,598	164	168	153	15	2	0
Nevada.....	0	0	0	0	0	0	0	0	0	0	0
New Hamp....	1	0	1	403	0	403	39	0	39	1	0
New Jersey....	14	4	10	6,440	1,604	4,836	388	107	281	9	0
New Mexico...	0	0	0	0	0	0	0	0	0	0	0
New York....	30	14	16	21,298	13,840	7,458	1,244	777	467	17	4
North Carolina	24	4	20	7,368	1,768	5,600	505	69	436	19	1
North Dakota..	4	4	0	1,393	1,393	0	100	100	0	3	0
Ohio.....	8	1	7	6,407	493	5,914	197	....	197	7	0
Oklahoma.....	22	18	4	5,023	4,507	516	363	305	58	13	0
Oregon.....	2	1	1	4,063	1,930	2,133	150	63	87	1	0
Pennsylvania...	22	8	14	10,474	5,819	4,655	723	292	431	14	3
Rhode Island..	2	0	2	848	0	848	57	0	57	2	0
South Carolina	7	0	7	1,445	0	1,445	107	0	107	4	0
South Dakota..	5	1	4	1,550	1,200	350	176	128	48	2	0
Tennessee.....	12	1	11	3,444	624	2,820	300	43	257	8	1
Texas.....	57	36	21	42,791	36,498	6,293	2,160	1,785	375	49	3
Utah.....	4	4	0	5,463	5,463	0	244	244	0	4	0
Vermont.....	2	0	2	553	0	553	45	0	45	2	0
Virginia.....	15	3	12	5,485	2,711	2,774	456	147	309	12	0
Washington....	10	9	1	12,383	12,331	52	275	271	4	9	0
West Virginia.	4	1	3	2,233	1,356	877	96	36	60	4	0
Wisconsin.....	16	11	5	13,223	12,815	408	365	313	52	0	1
Wyoming.....	4	4	0	1,683	1,683	0	71	71	0	1	0
Alaska.....	1	0	1	16	0	16	5	0	5	0	0
Brazil.....	1	0	1	23	0	23	11	0	11	1	0
Canada.....	6	2	4	1,830	219	1,611	182	62	120	2	0
Canal Zone....	1	1	0	1,889	1,889	0	40	40	0	1	0
Cuba.....	1	0	1	500	0	500	37	0	37	0	1
Greece.....	1	0	1	74	0	74	10	0	10	0	0
Lebanon.....	1	0	1	187	0	187	28	0	28	0	0
Puerto Rico..	1	0	1	....	....	....	24	0	24	0	0

Institution†	Location	Administrative Head	Accreditation‡	Status	Control or Affiliation	Organized as a Jr. Coll.	Years Included	Students, 1948-49					Faculty 1949-50	
								Total	Fresh.	Soph.	Spec-ials	Adults	Full-Time	Part-Time
ALABAMA														
Publicly controlled														
Mobile Br., Ala. St. College (N) . . .	Mobile	S. D. Bishop, Dean	D-S	C	State	1936	Two	695	185	90	420	0	14	0
Privately controlled														
*Marion Institute	Marion	J. T. Murfee, President	D U	M	Nonprofit	1919	Two	298	214	84	0	0	10	14
†Montgomery Bible College	Montgomery	Rex A. Turner, President	-U-	C	Ch. of Chr.	1942	Three	534	30	23	0	0	7	0
*Oakwood College, J. C. Div. (N) . . .	Huntsville	F. L. Peterson, President	D-S	C	7th-D. Adv.	1917	Two	189	100	81	0	8	27	1
*Sacred Heart Junior College	Cullman	Mother M. Annunciata, Pres.	-U-	W	R. Catholic	1940	Two	99	35	18	26	20	4	8
*St. Bernard College	St. Bernard	Rt. Rev. Boniface Seng, Pres.	D U S	M	Catholic	1921	Two	231	151	76	4	0	26	8
*Snead Junior College	Boaz	Festus M. Cook, President	D U S	C	Methodist	1935	Two	403	177	226	0	0	16	1
*Southern Union College	Wadley	W. C. Edge, President	-U-	C	Cong.-Chr.	1934	Two	66	35	9	22	0	5	0
*Stillman College (N)	Tuscaloosa	Sam B. Hay, President	D-S	C	Presby.	1927	Two	304	92	48	72	92	15	4
*Walker Junior College	Jasper	Carl A. E. Jesse, President	-U-	C	Nonprofit	1938	Two	128	49	18	42	19	5	4
ARIZONA														
Publicly controlled														
*Gila Junior College	Thatcher	W. H. Harless, President	D U	C	District	1921	Two	238	93	72	17	56	15	0
*Phoenix College	Phoenix	Robert J. Hannelly, Dean	D U N	C	Un. Dist.	1920	Two	1921	787	436	94	604	62	4
ARKANSAS														
Publicly controlled														
*Central Ark., Jr. Agric. Col. of . . .	Beebe	A. Loyd Collins, President	D-	C	State	1931	Two	390	195	90	0	105	9	1
*Dunbar Junior College (N)	Little Rock	L. M. Christophe, Dean	D-	C	Local	1929	Two	879	120	109	650	0	13	56
*Fort Smith Junior College	Fort Smith	J. W. Ramsey, President	D U	C	Local	1928	Two	227	150	77	0	0	4	24
*Little Rock Junior College	Little Rock	E. Q. Brothers, Dean	D U N	C	District	1927	Two	1497	611	337	486	63	37	21
*State A. and M. College	Magnolia	Charlie S. Wilkins, President	D U N	C	State	1925	Two	772	344	197	203	28	35	2
Privately controlled														
*Central College	N. L. Rock	Rev. I. M. Prince, President	D U	C	Baptist	1921	Two	344	193	37	70	44	16	7
*Draughon School of Business	Little Rock	J. T. Vetter, President	D-	C	Proprietary	1935	Two	612	279	255	78	0	18	0
†Southern Baptist College	Walnut Ridge	H. E. Williams, President	D-	C	Baptist	1941	Two	807	254	123	34	396	24	0
CALIFORNIA														
Publicly controlled														
Antelope Valley College	Lancaster	Walter Dingus, Director	D U	C	Jt. Un. Dist.	1929	Two	243	81	44	12	106	7	9
*Bakersfield College	Bakersfield	Grace V. Bird, Director	D U	C	Un. Dist.	1913	Two	1596	733	430	253	180	39	62

Institution†	Location	Administrative Head	Accreditation‡	Type	Control or Affiliation	Organized as a Jr. Coll.	Years Included	Students, 1948-49					Faculty 1949-50		
								Total	Fresh.	Soph.	Specials	Adults	Full-Time	Part-Time	Equivalent Full-Time
CALIFORNIA, (Continued)															
Publicly controlled															
San Bernardino Val. Eve. Jr. Coll.	San Bernardino	Nora Parker Coy, Director	D U—	C	Un. Dist.	1941	Two	2961	0	0	1421	1540	1	70	17
*San Diego Junior College (John Aseltine, Director)	San Diego	Harry E. Jones, Dean	D U—	C	Local	1935	Two	793	616	177	0	0	32	20	8
App. Arts and Science Center	San Diego	Walter L. Thatcher, Prin.	D U—	C	Local	1939	Two	331	233	98	0	0	0	78	35
Business & Tech. Center	San Diego	Louis G. Conlan, President	D U—	C	Local	1935	Two	9361	4657	3403	1301	0	232	27	6
*San Francisco, City College of	San Francisco	T. W. MacQuarrie, President	D U W	C	District	1921	Two	1349	1097	252	0	0	41	0	0
San Jose Junior College	San Jose	David L. MacKaye, Principal	D U—	C	Local	1942	Two	2956	0	0	0	2956	3	62	20
San Jose Evening Junior College	San Jose	Lawrence Griffin, Principal	D U—	C	Local	1936	Two	248	158	63	26	1	3	29	12
*San Luis Obispo Junior College	San Luis Obispo	Charles S. Morris, President	D U—	C	District	1922	Two	2017	1062	546	0	409	74	10	8
*San Mateo Junior College	San Mateo	D. C. McNaughton, Dir.	D U—	C	District	1915	Two	677	340	254	53	30	45	1	0
Santa Ana College	Santa Ana	W. J. Kircher, Principal	D U—	C	District	1946	Two	1183	90	6	72	1015	5	26	9
Santa Barbara Junior College	Santa Barbara	Harry E. Tyler, Principal	D U—	C	Un. Dist.	1920	Two	1215	121	53	33	1008	8	19	5
Santa Maria Junior College	Santa Maria	E. C. Sandmeyer, President	D U—	C	Local	1929	Two	4411	1527	886	177	1821	80	66	20
*Santa Monica City College	Santa Monica	E. M. Krehbiel, Director	D U—	C	Local	1944	Two	2100	215	230	525	1130	3	47	7
Santa Monica Eve. Jr. College	Santa Monica	Floyd P. Bailey, President	D U—	C	District	1918	Two	2091	729	528	175	659	52	2	1
Santa Rosa Junior College	Santa Rosa	Ivan C. Crookshanks, Supt.	D U—	C	District	1926	Two	779	436	263	80	0	42	7	2
Sequoias, College of the	Visalia	G. A. Collyer, President	D U—	C	Local	1949	Two	20091a	952	707	258	92	123	88	50
Shasta College	Redding	Leon P. Minear, President	D U—	C	District	1935	Four	20091a	0	0	36	9131	10	127	31
*Stockton College	Stockton	David L. Greene, Principal	D U—	C	Local	1942	Two	9167	180	57	10	0	40	0	0
Stockton Evening Junior College	Stockton	Joseph P. Cosand, Jr., Dir.	D U—	C	District	1922	Two	247	180	464	256	0	78	5	1
Taft Junior College	Taft	George P. Chaffey, President	D U—	C	Local	1945	Four	72014	621	398	0	0	75	4	2
Vallejo College	Vallejo	D. R. Henry, Principal	D U—	C	Local	1929	Four	101918	3391	0	0	3391	0	64	18
Ventura Junior College	Ventura	Marguerite C. Scott, Principal	D U—	C	Un. Dist.	1938	Two	3391	0	0	0	3391	0	64	18
Ventura Evening Junior College	Ventura	J. J. Collins, President	D U—	C	District	1927	Two	530	323	161	36	10	33	2	1
*Yuba College	Marysville		D U—	C	District	1927	Two								
Privately controlled															
Brown Mil. Acad., J. C. Div.	San Diego	Maj. Rex A. Collings, Supt.	U—	M	Nonprofit	1928	Two	18	18	0	0	0	0	6	...
California Concordia College	Oakland	Theodore Brohm, President	D U—	M	Lutheran	1918	Two	23	12	10	1	0	7	0	0
Cogswell Polytechnic College	San Francisco	Robert W. Dodd, President	—	C	Nonprofit	1930	Two	158	71	87	0	0	10	0	0
Deep Springs Junior College	Deep Springs	Bonham Campbell, Act. Dir.	D U—	M	Nonprofit	1917	Two	20	10	10	0	2	4	2	1
Lick-Wilmerding School	San Francisco	Arthur W. Wynne, Director	D U—	M	Nonprofit	1928	Two	32	16	6	8	2	13	2	0
*Los Angeles Pacific College	Los Angeles	B. E. Iler, President	U—	C	Fr. Meth.	1911	Two	99	50	40	0	9	15	0	1
Lux College	San Francisco	Sarah Helen Brown, Director	U—	C	Nonprofit	1942	Two	126	77	43	5	1	6	14	3

Menlo Junior College.....	Menlo Park	William E. Kratt, President	D ^a U—	M	Nonprofit	1927	Two	320	185	135	0	0	19	16	7
Notre Dame, College of.....	Belmont	Sister Frederica, President	D ^a U—	W	Catholic	1915	Two	121	76	45	0	0	10	4	1
Palos Verdes College.....	Rolling Hills	Richard P. Saunders, Pres.	D ^a U—	W	Nonprofit	1946	Two	87	49	35	3	0	10	10	3
Upland College.....	Upland	Jesse F. Lacy, President	—	C	Breth. Chr.	1920	Two	90	28	25	7	30	15	8	2
COLORADO															
Publicly controlled															
La Junta Junior College.....	La Junta	Philip Rule, Dean	—U ^a —	C	Local	1941	Two	240	102	138	0	0	15	0	0
Lamar Junior College.....	Lamar	Charles B. Price, President	—U ^a —	C	County	1937	Two	255	105	41	3	106	13	1	0
Mesa County Junior College.....	Grand Junction	Horace J. Wubben, President	D U ^a —	C	County	1925	Two	1959	344	177	109	1329	80	5	2
Pueblo County Junior College.....	Pueblo	Marvin C. Knudson, Pres.	D U ^a —	C	County	1937	Two	1220	307	210	53	650	57	10	6
Sterling Junior College.....	Sterling	E. S. French, Dean	D U ^a —	C	County	1941	Two	261	89	28	43	101	9	3	1
Trinidad State Junior College.....	Trinidad	Dwight C. Baird, President	D U ^a —	C	County	1925	Two	1462	413	260	64	725	43	14	7
Privately controlled															
Colorado Woman's College.....	Denver	J. E. Huchingson, President	D U ^a N	W	Baptist	1916	Two	503	306	186	11	0	41	10	4
Denver, Jr. Coll. of Univ. of.....	Denver	D. H. McCoy, Acting Dean	D U ^a N	C	Nonprofit	1946	Two	472	369	80	23	0	.....	.....	.....
CONNECTICUT															
Privately controlled															
Commerce, Junior College of.....	New Haven	J. W. Bunting, Dean	D —	C	Nonprofit	1929	Two	699	174	323	3	199	11	45	11
Connecticut, Junior College of.....	Bridgeport	Earle M. Bigsbee, Dean	D U ^a E	C	Nonprofit	1927	Two	1268	727	510	31	0	78	45	15
Hartford Junior College.....	Hartford	Laura A. Johnson, Dean	D U ^a —	W	Nonprofit	1939	Two	46	21	24	1	0	1	13	6
Hillier College, Jr. Coll. Div.....	Hartford	Alan S. Wilson, President	D U ^a E	C	Nonprofit	1922	Two	2801	1362	1114	0	325	54	130	75
Larson College.....	New Haven	George V. Larson, President	D U ^a —	W	Nonprofit	1933	Two	221	112	78	31	0	14	6	3
Morse Junior College.....	Hartford	W. E. Morse, President	—	C	Proprietary	1937	Two	391	128	140	121	2	10	5	1
New Haven YMCA Junior Coll.....	New Haven	Lawrence L. Bethel, Dir.	D —E	C	Nonprofit	1935	Two	1242	348	180	356	358	8	65	13
New London Junior College.....	New London	Tyrus Hillway, President	D U ^a —	C	Nonprofit	1938	Three	385	172	151	62	0	28	0	0
Physical Therapy, Jr. Coll. of.....	New Haven	John C. Allen, President	D U ^a —	C	Nonprofit	1938	Two	70	41	27	2	0	6	16	4
Post Junior College.....	Waterbury	H. C. Post, President	—	C	Proprietary	1939	Two	500	130	100	170	100	10	4	2
St. Thomas Seminary.....	Bloomfield	Rt. Rev. R. G. LaFontaine	D —	M	Catholic	1911	Two	150	82	68	0	0	10	0	0
DELAWARE															
Privately controlled															
Wesley Junior College.....	Dover	Oler A. Bartley, President	—U—	C	Methodist	1942	Two	195	96	60	0	39	19	0	0
DISTRICT OF COLUMBIA															
Privately controlled															
Chevy Chase Junior College.....	Washington	Frances R. Brown, President	D U—	W	Nonprofit	1927	Two	127	76	51	0	0	11	5	2

¹⁴Additional enrollment in lower two years, 1188.
¹⁵Additional enrollment in lower two years, 876.
¹⁶Official names: California School of Mechanical Arts and Wilmerding School of Industrial Arts.
¹⁷Approved for vocational courses only.

¹⁸Active member of the American Association of Junior Colleges.
¹⁹Provisional member of the American Association of Junior Colleges.
²⁰For meaning of symbols in these columns see page 287.
²¹No report. Data taken from 1949 Directory.
²²Classes begin September, 1950.
²³Additional enrollment in lower two years, 1733.

Institution†	Location	Administrative Head	Accreditation‡	Type§	Control or Affiliation	Organized as a Jr. Coll.	Years Included	Students, 1948-49					Faculty 1949-50					
								Total	Fresh.	Soph.	Speci-als	Adults	Full-time	Part-time	Equi-valent Full-time			
DIST. OF COL. (Continued)																		
Privately controlled																		
*Georgetown Visitation Jr. Coll.	Washington	Sister Mary Paula, Dean	DUM	W	R. Catholic	1919	Two	138	78	60	0	0	14	7	3			
*Geo. Wash. Univ., Jr. Coll. of...	Washington	Myron L. Koenig, Dean	DUM	W	Nonprofit	1930	Two	11415	...	...	...	...	90	90	...
*Holton-Arms Junior College...	Washington	Sallie E. Lurton, Head	—U—	C	Nonprofit	1927	Two	60	42	18	0	0	3	17	6			
*Immaculata Junior College...	Washington	Sister Teresa Aloyse, Dean	DUM	W	R. Catholic	1922	Two	101	57	44	0	0	6	8	2			
*Marjorie Webster Junior Coll.	Washington	Marjorie F. Webster, Pres.	D—	W	Proprietary	1927	Two	225	131	94	0	0	25	4	2			
*Mount Vernon Junior College...	Washington	George W. Lloyd, President	D—	W	Nonprofit	1928	Two	168	101	67	0	0	20	3	2			
FLORIDA																		
Publicly controlled																		
*Chipola Junior College...	Marianna	K. G. Skaggs, Adm. Dean	DU—	C	State	1947	Two	265	140	99	26	0	10	3	1			
*Palm Beach Junior College...	W. Palm Beach	John I. Leonard, President	DUS	C	State	1933	Two	367	235	84	22	26	21	1	0			
*Pensacola Junior College...	Pensacola	James L. McCord, Dean	DU—	C	State	1948	Two	148	122	18	5	3	10	8	3			
*St. Petersburg Junior College...	St. Petersburg	Roland A. Wakefield, Pres.	DUS	C	State	1927	Two	453	293	129	31	0	22	3	1			
Privately controlled																		
†Casements Junior College...	Ormond Beach	Maud van Woy, President	—	W	Proprietary	1940	Two	85	60	25	0	0	12	0	0			
*Edward Waters College (N)...	Jacksonville	Amos J. White, President	D1—	C	A. M. E.	1942	Two	161	75	49	8	29	23	0	0			
*Jacksonville Junior College...	Jacksonville	Garth H. Akridge, President	DU—	C	Nonprofit	1934	Two	637	192	128	293	24	14	5	3			
*Orlando Junior College...	Orlando	A. L. Williams, President	DU—	C	Nonprofit	1941	Two	268	175	75	8	10	10	3	1			
*Webber College...	Babson Park	P. T. Hogenson, President	—U—	W	Nonprofit	1927	Two	44	30	14	0	0	7	2	0			
GEORGIA																		
Publicly controlled																		
*Abraham Baldwin Agric. Coll....	Tifton	G. P. Donaldson, President	DU—	C	State	1933	Two	564	336	228	0	0	14	4	1			
*Armstrong College...	Savannah	Foreman M. Hawes, Pres.	DUS	C	Local	1935	Two	596	257	307	22	10	21	6	2			
*Augusta Junior College of...	Augusta	Eric W. Hardy, President	DUS	C	County	1925	Two	804	245	85	0	474	1	21	14			
*Georgia Military College...	Milledgeville	H. J. Jenkins, President	DUS	C	Local	1930	Two	234	159	75	0	0	6	6	4			
*Georgia Southwestern College...	Americus	Henry K. Stanford, President	DUS	C	State	1932	Two	371	215	153	2	1	16	1	0			
*Gordon Military College...	Barnesville	Col. J. E. Guillebeau, Pres.	DUS	C	Local	1928	Two	130	85	45	0	0	1	7	5			
*Middle Georgia College...	Cochran	Lloyd A. Moll, President	DUS	C	State	1928	Two	497	302	195	0	0	19	0	0			
*South Georgia College...	College	William S. Smith, President	DUS	C	State	1927	Two	742	435	271	7	29	21	0	0			
*West Georgia College...	Carrollton	Irvine S. Ingram, President	DUS	C	State	1933	Two	666	399	245	22	0	21	2	1			
Privately controlled																		
*Andrew College...	Cuthbert	S. C. Olliff, President	DUS	W	Methodist	1917	Two	105	50	31	24	0	10	0	0			
*Brewton-Parker Junior College...	Mount Vernon	M. P. Campbell, President	DU—	C	Baptist	1927	Two	100	41	59	0	0	11	0	0			
*Emmanuel College...	Franklin Springs	Thomas L. Aaron, President	DU—	C	Pent. Hol.	1933	Two	120	39	52	2	27	4	7	...			

Brewton-Parker Junior College... Mount Vernon
 Emmanuel College... Franklin Springs
 M. P. Campbell, President
 Thomas L. Aaron, President

*Emory-at-Oxford... Oxford
 *Emory Junior College... Valdosta
 *Georgia Military Academy... College Park
 *Norman Park... Norman Park
 *Reinhardt College... Waleska
 *Riverside Junior College... Gainesville
 *Truett-McConnell Junior Coll... Cleveland
 *Young L. G. Harris College... Young Harris

IDAHO

Publicly controlled

*Boise Junior College... Boise
 *North Idaho Junior College... Coeur d'Alene

Privately controlled

*Ricks College... Rexburg

ILLINOIS

Publicly controlled

*Belleville Twp. Jr. College... Belleville
 *Centralia Twp. Jr. College... Centralia
 Chicago City Junior College:

*Herz Branch... Chicago
 *Wilson Branch... Chicago
 *Wright Branch... Chicago
 *Danville Community College... Danville
 *Elgin Community College... Elgin
 *Evanston Twp. Community Coll... Evanston
 *Joliet Junior College... Joliet
 *LaSalle-Penn-Oglesby Jr. College... LaSalle
 *Lyons Twp. Junior College... LaGrange
 *Moline Community College... Moline
 *Morton Junior College... Cicero
 *Thornton Junior College... Harvey

Privately controlled

*Evanston Collegiate Institute... Evanston
 *Frances Shimer College... Mount Carroll
 *Geo. Williams Coll. J. C. Div... Chicago
 *Lewis College of Sc. & Tech... Lockport

*Active member of the American Association of Junior Colleges.
 †Provisional member of the American Association of Junior Colleges.
 ‡For meaning of symbols in these columns see page 287.

Methodist	1929	Four	1921 ¹⁸	122	70	0	0	0	13	3
Methodist	1928	Two	223	115	108	0	0	0	12	5
Nonprofit	1940	Two	88	76	12	0	0	0	10	4
Baptist	1928	Two	154	99	52	1	2	11	0	0
Methodist	1889	Two	124	70	54	0	0	0	12	0
Nonprofit	1941	Two	26	26	0	0	0	0	0	0
Baptist	1947	Two	96	59	33	4	0	0	11	2
Methodist	1912	Two	234	143	60	31	0	0	15	3
District	1932	Two	1065	398	219	263	185	38	8	2
District	1933	Two	275	70	67	65	73	16	4	1
L. D. S.	1915	Two	513	281	172	60	0	25	11	4
Local	1946	Two	227	110	87	30	0	1	27	12
District	1940	Two	159	107	48	4	0	2	25	7
Local	1934	Two	2333	1599	527	85	122	45	14	9
Local	1934	Two	4887	3138	1309	98	342	95	24	5
Local	1934	Two	9202	2960	1425	2279	2538	118	56	18
Local	1949	Two	134	70	37	0	27	2	16	5
Un. Dist.	1949	Two	282	97	0	0	185	1	17	5
Local	1946	Two	323	159	85	32	47	4	32	8
District	1901	Two	753	336	176	59	182	8	38	11
Local	1924	Two	467	149	102	7	209	3	24	11
District	1929	Two	1001	446	183	62	310	4	31	13
Local	1946	Two	1755	233	31	147	1344	7	17	5
District	1924	Two	839	498	293	48	0	19	32	13
District	1927	Two	302	195	107	0	0	10	12	4
Methodist	1934	Two	170	77	73	4	16	12	4	2
Baptist	1907	Four	122 ¹⁰	67	55	0	0	17	3	2
Nonprofit	1933	Two	194	76	102	8	8	1	13	7
Catholic	1944	Two	139	91	46	2	0	0	19	1

Institution†	Location	Administrative Head	Accred- itation‡	Type	Control or Affiliation	Organ- ized as a Jr. Col.	Years In- cluded	Students, 1948-49					Faculty 1949-50		
								Total	Fresh.	Soph.	Spe- cials	Adults	Full- Time	Part- Time	Equip- ment- Full- Time
ILLINOIS (Continued)															
Privately controlled															
*Lincoln College.....	Lincoln	Raymond N. Dooley, Pres.	DUN	C	Presby.	1929	Two	134	49	47	0	38	12	5	1
Mallinckrodt College.....	Wilmette	Sister Annarita, Dean	D—	W	Catholic	1918	Two	43	9	5	18	11	2	4	2
*Maryknoll Seminary.....	Glen Ellyn	Rev. A. C. Kiernan, Rector	—20	M	Catholic	1949	Two	137	95	42	0	0	12	0	0
*Monticello College.....	Godfrey	John R. Young, President	DUN	W	Nonprofit	1917	Two	352	223	129	0	0	30	3	1
*Morgan Park Junior College.....	Chicago	Albert G. Dodd, Dean	DUN	C	Nonprofit	1933	Two	484	255	223	6	0	16	0	0
*North Park College.....	Chicago	C. A. Nelson, President	DUN	C	Ev. M. C.	1919	Two	1458	507	264	687	0	14	74	34
*Peoria Junior College.....	Peoria	W. W. Grimm, Dean	DUN	C	Nonprofit	1946	Two	391	251	140	0	0	9	12	6
*St. Bede Junior College.....	Peru	Rt. Rev. Lawrence Vols	DUN	C	Catholic	1940	Two	107	70	37	0	0	20	0	0
*Springfield Junior College.....	Springfield	A. A. O'Laughlin, Dean	DUN	C	Catholic	1929	Two	482	206	149	12	115	18	9	4
INDIANA															
Publicly controlled															
*Vincennes Univ. Junior College..	Vincennes	W. A. Davis, President	D U—	C	County	1924	Two	300	148	82	70	0	14	7	2
Privately controlled															
Ancilla Domini College.....	Donaldson	Sister M. Loyola, Dean	D—	W	Catholic	1937	Three	3021	21	7	2	0	0	8	3
Concordia College.....	Fort Wayne	H. G. Bredemeier	—U—	M	Lutheran	1839	Two	79	45	34	0	0	13	0	0
IOWA															
Publicly controlled															
Boone Junior College.....	Boone	J. R. Thorngren, Dean	D U—	C	District	1927	Two	78	56	22	0	0	0	9	3
Britt Junior College.....	Britt	Oscar J. Ourth, Dean	D U—	C	Local	1927	Two	37	22	15	0	0	0	12	4
*Burlington Junior College.....	Burlington	Urban Harken, Director	D U—	C	Local	1920	Two	516	134	103	15	264	4	26	7
*Centerville Junior College.....	Centerville	T. C. Ruggles, Dean	D U—	C	Local	1930	Two	80	45	30	5	0	1	10	4
Clarinda Junior College.....	Clarinda	Joe A. Burnham, Dean	D U—	C	Local	1923	Two	67	33	10	0	24	5	10	3
Clinton Junior College.....	Clinton	Paul B. Sharar, Dean	D U—	C	District	1946	Two	87	54	24	9	0	2	16	6
*Greston Junior College.....	Greston	Charles E. Hill, Dean	D U—	C	Local	1926	Two	196	116	56	0	24	2	16	6
Eagle Grove Junior College.....	Eagle Grove	C. E. Thorson, Dean	D U—	C	Local	1929	Two	425	65	27	51	282	1	15	8
*Ellsworth Junior College.....	Iowa Falls	John H. Hill, Dean	D U—	C	Local	1930	Two	375	73	54	9	0	4	9	3
*Emmetsburg Junior College.....	Emmetsburg	James McFarmer, Dean	D U—	C	District	1924	Two	32	23	9	0	0	8	2	2
*Estherville Junior College.....	Estherville	Walter B. Hammer, Dean	D U—	C	District	1921	Two	110	73	28	9	0	4	8	3
*Fort Dodge Junior College.....	Fort Dodge	B. R. Miller, Principal	D U—	C	District	1927	Two	402	158	75	35	134	2	26	13
*Marshalltown Junior College.....	Marshalltown	Clifford Beem, Principal	D U—	C	District	1927	Two	90	62	28	0	0	1	11	5
*Mason City Junior College.....	Mason City		DUN	C	District	1918	Two	458	154	70	0	234	9	13	5

Institution†	Location	Administrative Head	Accreditation‡	Type§	Control or Affiliation	Organized as a Jr. Coll.	Years Included	Students 1948-49					Faculty 1949-50		
								Total	Fresh.	Soph.	Specials	Adults	Full-Time	Part-Time	Equivalent Full-Time
KENTUCKY															
Publicly controlled															
*Ashland Junior College.....	Ashland	E. W. Beck, President	D U—	C	Local	1938	Two	188	126	62	0	0	10	...	2
*Paducah Junior College.....	Paducah	R. G. Matheson, Dean	D U—	C	Local	1932	Two	175	102	61	12	0	8	3	2
Privately controlled															
*Bethel Woman's College.....	Hopkinsville	P. W. James, President	D U S	W	Baptist	1916	Two	159	74	39	16	30	14	0	0
*Campbellsville College.....	Campbellsville	John M. Carter, President	D U S	C	Baptist	1924	Two	286	175	100	11	0	16	2	0
*Caney Junior College.....	Pippaspass	William S. Hayes, Dean	D U—	C	Nonprofit	1923	Two	160	97	63	0	0	13	0	0
*Cumberland College.....	Williamsburg	James M. Boswell, President	D U S	C	Baptist	1917	Two	507	283	224	0	0	14	12	6
*Lees Junior College.....	Jackson	R. G. Landolt, President	D U—	C	Presby. S.	1927	Two	202	155	47	0	0	10	4	1
*Lindsey Wilson Junior College.....	Columbia	Victor P. Henry, President	D U—	C	Methodist	1923	Two	399	217	172	10	0	15	2	1
*Loretto Junior College.....	Nerinx	Mother M. Rebecca, Pres.	D U—	W	Catholic	1926	Two	101	44	36	0	21	9	6	1
*Midway Junior College.....	Midway	Lewis A. Piper, President	D U S	W	Disciples	1942	Four	40 ³⁷	27	11	2	0	5	3	3
*Mount St. Joseph Junior College.....	Maple Mount	Sister Agnita, Dean	D U S	C	Catholic	1925	Two	284	138	104	42	0	9	9	4
*Nazareth Junior College.....	Nazareth	Sr. Marg. Gertrude, Dean	D U S	W	Catholic	1921	Two	145	65	50	30	0	15	10	5
*Pikeville College.....	Pikeville	A. A. Page, President	D U S	C	Presby. N.	1931	Two	651	76	175	63	337	33	0	0
*St. Catharine Junior College.....	St. Catharine	Mother Marg. Elizabeth	D U—	W	Catholic	1931	Two	157	61	89	5	2	15	1	0
*Sue Bennett College.....	London	Miss Oskie Sanders, President	D U S	C	Methodist	1922	Two	241	168	71	2	0	16	0	0
LOUISIANA															
Publicly controlled															
*F. T. Nicholls Jr. Coll., LSU	Thibodaux	C. C. Elkins, Dean	D U S	C	State	1948	Two	325	321	4	0	0	15	1	0
*John McNeese Jr. Coll., LSU	Lake Charles	L. E. Frazar, Dean	D U S	C	State	1939	Two	695	449	214	25	7	26	7	4
*Northeast Junior Coll., LSU	Monroe	Rodney Cline, Dean	D U S	C	State	1932	Two	1274	738	511	12	13	33	0	0
MAINE															
Privately controlled															
*Kents Hill Junior College.....	Kents Hill	William W. Dunn, Pres.	—U—	C	Nonprofit	1930	Two	17	10	6	1	0	0	6	3
*Oblate College & Seminary.....	Bar Harbor	Rev. A. W. Saint-Cyr, Rec.	— — — ²⁸	M	Catholic	1941	Two	24	17	7	0	0	4	0	0
*Portland Junior College.....	Portland	Luther I. Bonney, Dean	—U—	M	Nonprofit	1933	Two	202	142	60	0	0	14	4	1
*Ricker College, J. C. Div.....	Houlton	John A. Laberee, President	—U E	C	Nonprofit	1926	Two	189	116	73	0	0	19	0	0
*Westbrook Junior College.....	Portland	Milton D. Proctor, President	—U E	W	Nonprofit	1925	Two	370	222	140	8	0	29	4	1

Institutions†	Location	Administrative Head	Accreditation‡	Type‡	Control or Affiliation	Organized as a Jr. Coll.	Years Included	Students, 1948-49					Faculty 1949-50		
								Total	Fresh.	Soph.	Specials	Adults	Full-Time	Part-Time	Equivalent Full-Time
MICHIGAN															
Publicly controlled															
*Bay City Junior College.....	Bay City	Eric J. Bradner, Dean	DUN	C	Local	1922	Two	652	355	269	28	0	27	9	3
*Benton Harbor, Jr. College of.....	Benton Harbor	C. G. Beckwith, Dean	DUN	C	Local	1946	Two	247	117	60	35	35	14	2	0
*Dearborn Junior College.....	Dearborn	Fred K. Eshleman, Dean	DUN	C	Local	1938	Two	998	377	177	92	352	26	28	8
*Flint Junior College.....	Flint	L. A. Pratt, President	DUN	C	Local	1923	Two	5283	467	311	87	4418	30	5	2
*Gogebic Junior College.....	Ironwood	Arthur E. Erickson, Pres.	DUN	C	Local	1932	Two	222	108	67	47	0	10	12	6
*Grand Rapids Junior College.....	Grand Rapids	Arthur Andrews, President	DUN	C	Local	1914	Two	1446	969	477	0	0	48	3	2
*Highland Park Junior College.....	Highland Park	Grant O. Withey, Dean	DUN	C	Local	1918	Two	3724	2425	1299	0	0	67	23	3
*Jackson Junior College.....	Jackson	W. N. Atkinson, Dean	DUN	C	District	1928	Two	631	265	218	148	0	23	8	4
*Muskegon Junior College.....	Muskegon	A. G. Umbreit, Director	DUN	C	District	1926	Two	492	359	133	0	0	20	4	1
*Port Huron Junior College.....	Port Huron	John H. McKenzie, Dean	DUN	C	Local	1923	Two	465	261	197	7	0	16	3	1
Privately controlled															
*Owosso Bible College.....	Owosso	W. L. Surbrook, President	DUN	C	Pilg. Hol.	1933	Two	181	74	43	64	0	1	4	2
*Spring Arbor Junior College.....	Spring Arbor	James F. Gregory, President	DUN	C	Fr. Meth.	1923	Two	181	104	62	6	9	13	0	0
*Suomi College.....	Hancock	Bernard Hillila, President	DUN	C	Lutheran	1923	Two	115	92	23	0	0	10	4	2
MINNESOTA															
Publicly controlled															
*Austin Junior College.....	Austin	R. I. Meland, Dean	DUN	C	Local	1940	Two	450	150	59	14	227	13	5	2
*Brenner Junior College.....	Brenner	J. E. Chalberg, Dean	DUN	C	District	1938	Two	157	83	74	0	0	11	5	3
*Duluth Junior College.....	Duluth	W. R. Kelsey, Dean	DUN	C	Local	1927	Two	134	79	55	0	0	9	8	3
*Ely Junior College.....	Ely	R. G. Currier, Dean	DUN	C	District	1922	Two	66	44	21	1	0	5	7	3
*Eveleth Junior College.....	Eveleth	E. T. Carlstedt, Dean	DUN	C	District	1918	Two	128	82	45	0	1	7	18	5
*Hibbing Junior College.....	Hibbing	S. A. Patchin, Dean	DUN	C	District	1916	Two	365	212	135	18	0	21	11	4
*Itasca Junior College.....	Coleraine	Harold E. Wilson, Dean	DUN	C	Local	1922	Two	140	96	42	2	0	12	8	2
*Rochester Junior College.....	Rochester	R. W. Goddard, Dean	DUN	C	Local	1915	Two	1623	155	82	24	1362	24	5	1
*Virginia Junior College.....	Virginia	Floyd B. Moe, Dean	DUN	C	District	1921	Two	247	144	98	5	0	23	8	2
*Worthington Junior College.....	Worthington	W. Donald Olsen, Dean	DUN	C	Local	1936	Two	468	74	43	9	342	14	3	1
Privately controlled															
*Bethany Lutheran College.....	Mankato	S. C. Ylvisaker, President	DUN	C	Lutheran	1926	Four	122 ²³	71	45	6	0	20	1	0
*Bethel College.....	St. Paul	H. C. Wingblade, President	DUN	C	Baptist	1931	Two	386	198	164	23	1	20	13	5
*Concordia College.....	St. Paul	W. A. Pochler, President	DUN	M	Lutheran	1905	Two	66	41	25	0	0	13	3	2

MISSISSIPPI

Publicly controlled

*Copiah-Lincoln Junior College....	Wesson	DUS	C	Jt. Co.	1928	Two	480	252	178	50	0	34	1	0
*East Central Junior College....	Decatur	DUS	C	Jt. Co.	1928	Four	911 ^{1a}	321	222	64	304	38	4	0
*East Mississippi Jr. College....	Scoba	DUS	C	District	1927	Two	245	142	63	10	30	12	5	3
*Hinds Junior College....	Raymond	DUS	C	County	1922	Two	491	282	209	0	0	8	22	12
*Holmes Junior College....	Goodman	DUS	C	Jt. Co.	1925	Two	335	205	130	0	0	18	6	4
*Itawamba Junior College....	Fulton	DUS	C	Jt. Co.	1948	Two	449	130	0	44	275	31	0	0
*Jones Junior College....	Ellisville	DUS	C	District	1927	Two	1370	827	543	0	0	70	2	0
*Meridian Junior College....	Meridian	DUS	C	Local	1937	Four	724 ^{4a}	232	139	78	275	58	2	0
*Northwest Miss. Junior College....	Booneville	DUS	C	State	1948	Two	450	175	50	125	100	22	4	2
*Northwest Miss. Junior College....	Senatobia	DUS	C	Jt. Co.	1927	Two	385	206	172	7	0	15	5	2
*Pearl River Junior College....	Poplarville	DUS	C	Jt. Co.	1922	Four	400 ^{4a}	209	105	0	86	31	0	0
*Perkinson Junior College....	Perkinson	DUS	C	Jt. Co.	1926	Four	653 ^{3a}	206	137	1	309	27	7	3
*Southwest Miss. Junior College....	Summit	DUS	C	Jt. Co.	1928	Four	491 ¹⁷	171	111	0	209	25	1	0
*Sunflower Junior College....	Moorhead	DUS	C	Jt. Co.	1926	Four	194 ^{4a}	127	60	7	0	28	1	0

Privately controlled

All Saints' Episcopal College....	Vicksburg	DUS	W	Episcopal	1908	Two	25	15	9	1	0	0	10	5
*Clarke Memorial College....	Newton	DUS	W	Baptist	1908	Two	326	196	130	0	0	9	6	3
*Gulf Park College....	Gulfport	DUS	W	Nonprofit	1921	Four	182 ^{3a}	121	61	0	0	29	3	2
*Mary Holmes Jr. College (N)....	West Point	DUS	C	Presby.	1932	Two	392	37	13	332	10	1	5	3
*Okolona College (N)....	Okolona	DUS	C	Episcopal	1932	Two	526	24	19	483	0	3	6	2
*Piney Woods School (N)....	Piney Woods	DUS	C	Nonprofit	1934	Two	18	12	6	0	0	4	0	0
*Prentiss Institute (N)....	Prentiss	DUS	C	Nonprofit	1930	Two	62	19	7	36	0	0	7	3
*Southern Christian Inst. (N)....	Edwards	DUS	C	Disciples	1900	Two	248	46	25	0	177	4	10	4
*Whitworth College f....	Brookhaven	DUS	W	Nonprofit	1928	Two	98	69	29	0	0	14	0	0
*Wood Junior College....	Mathiston	DUS	C	Methodist	1927	Two	134	82	52	0	0	14	0	0

MISSOURI

Publicly controlled

Flat River, Junior College of....	Flat River	DUN	C	Local	1922	Two	492	316	176	0	0	4	13	4
*Harris Tchr. Coll., J. C. of....	St. Louis	DUN	C	Local	1938	Two	720	409	311	0	0	43	1	0
*Jefferson City Junior College....	Jefferson City	DUN	C	District	1926	Four	425 ^{4a}	130	70	0	225	3	0	0
*Joplin Junior College....	Joplin	DUN	C	Local	1937	Two	572	361	211	0	0	22	6	2
*Kansas City, Junior College of....	Kansas City	DUN	C	Local	1915	Two	2557	1309	691	75	482	57	4	2
*Lincoln Junior College (N)....	Kansas City	DUS	C	Local	1936	Two	171	87	33	51	0	4	11	2

*Active member of the American Association of Junior Colleges.

^{1a}Provisional member of the American Association of Junior Colleges.

^{2a}For meaning of symbols in these columns see page 287.

^{3a}No report. Data taken from 1949 Directory.

^{4a}Additional enrollment in lower two years, 71.

^{5a}Additional enrollment in lower two years, 106.

^{6a}Additional enrollment in lower two years, 685.

^{7a}Additional enrollment in lower two years, 130.

^{8a}Additional enrollment in lower two years, 115.

^{9a}Additional enrollment in lower two years, 38.

^{10a}Additional enrollment in lower two years, 68.

^{11a}Additional enrollment in lower two years, 72.

^{12a}Additional enrollment in lower two years, 383.

Institution†	Location	Administrative Head	Accreditation‡	Type	Control or Affiliation	Organized as a Jr. Coll.	Years Included	Students 1948-49					Faculty 1949-50		
								Total	Fresh.	Soph.	Speci-als	Adults	Full-Time	Part-Time	Equi-valent Full-Time
MISSOURI (Continued)															
Publicly controlled															
*Moberly Junior College.....	Moberly	James R. Chevalier, Dean	D U—	C	District	1927	Four	127 ⁴¹	76	51	0	0	17	8	4
*Monett Junior College.....	Monett	E. E. Camp, Dean	D U—	C	Local	1927	Two	65	44	21	0	0	0	17	8
*St. Joseph Junior College.....	St. Joseph	Nelle Blum, Dean	D U—	C	District	1915	Two	723	384	339	0	0	19	2	1
*Stowe Tchr. Coll., J. C. of (N)...	St. Louis	Ruth M. Harris, Principal	D U—	C	Local	1929	Two	316	200	116	0	0	40	5	3
*Trenton Junior College.....	Trenton	S. M. Rissler, Supt.	D U—	C	Local	1925	Two	74	45	29	0	0	5	6	1
Privately controlled															
*Christian College.....	Columbia	James C. Miller, President	D U N	W	Disciples	1913	Two	354	219	135	0	0	29	9	3
*Cottey Junior College.....	Nevada	Blanche H. Dow, President	D U N	W	Nonprofit ⁴²	1912	Two	159	103	50	0	6	17	1	0
*Hannibal-LaGrange College.....	Hannibal	A. E. Prince, President	D U—	C	Baptist	1917	Two	332	193	139	0	0	23	3	2
*Iberia Junior College.....	Iberia	Forrest Brown, President	D U—	C	Cong. Chr.	1927	Two	53	29	13	11	0	9	0	0
*Kemper Military School.....	Boonville	Frederick Marston, Dean	D U N	M	Proprietary	1923	Two	206	132	74	0	0	6	12	6
*Notre Dame Junior College.....	St. Louis	Sister M. Chrysologia, Dean	D U N	W	Catholic	1925	Two	232	96	96	40	0	6	2	1
*O'Fallon Junior College.....	O'Fallon	Mother M. Borgia, President	D U N	W	Catholic	1929	Two	26	8	6	12	0	3	4	2
*Concordia.....	Concordia	Albert J. C. Moeller, Pres.	—	M	Lutheran	1905	Two	33	15	14	4	0	0	9	5
*Bolivar.....	Bolivar	John W. Dowdy, President	D U—	C	Baptist	1922	Two	324	182	123	19	0	21	0	0
*Southwest Baptist College.....	Columbia	Homar P. Rainey, President	D U N	W	Baptist	1911	Three	2174 ⁴³	1319	838	4	13	267	16	...
*Stephens College.....	Lexington	Col. J. M. Sellers, President	D U N	M	Proprietary	1923	Two	176	112	64	0	0	5	11	4
*Wentworth Military Academy.....	Fulton	H. L. Smith, President	D U N	W	Disciples	1915	Two	397	232	151	14	0	31	7	3
*William Woods College.....	Fulton	H. L. Smith, President	D U N	W	Disciples	1915	Two	397	232	151	14	0	31	7	3
MONTANA															
Publicly controlled															
*Custer County Junior College....	Miles City	Kenneth Smith, Dean	D—	C	County	1939	Two	100	48	22	0	30	1	12	6
*Dawson County Junior College....	Glendive	Mary Mariertson, Dean	D—	C	County	1940	Two	53	28	15	0	10	1	6	3
*Northern Montana College.....	Havre	G. H. Vande Bogart, Pres.	D U W	C	State	1929	Two	394	222	158	14	0	26	1	0
Privately controlled															
*Rocky Mountain College.....	Billings	William D. Copeland, Pres.	D U—	C	Nonprofit ⁴⁴	1922	Two	168	67	55	46	0	19	6	3
NEBRASKA															
Publicly controlled															
*Fairbury Junior College.....	Fairbury	L. F. Sinkey, Dean	D U—	C	Local	1941	Two	213	47	30	136	0	12	2	0
*McCook College.....	McCook	Ralph G. Brooks, President	D U—	C	Local	1926	Two	155	63	51	5	36	7	10	2
*Norfolk Junior College.....	Norfolk	Allen P. Burkhardt, Pres.	D U—	C	District	1942	Two	222	134	85	0	3	7	10	2

*Omaha, U. of, Coll. A. A. & S.	Omaha	C. W. Helmstadter, Dean	D U—	C	Local	1936	Two	1687	380	232	75	1000	72	16	7
*Scottsbluff Junior College.....	Scottsbluff	Emory A. Austin, Dean	D U—	C	Local	1932	Two	321	129	76	2	114	12	5	2
Privately controlled															
Luther College.....	Wahoo	Floyd E. Lauersen, President	D U—	C	Lutheran	1925	Two	164	81	52	22	9	9	6	3
NEW HAMPSHIRE															
Privately controlled															
*Colby Junior College.....	New London	H. Leslie Sawyer, President	D U—	W	Nonprofit	1928	Two	403	214	189	0	0	39	0	0
NEW JERSEY															
Publicly controlled															
*Bayonne Junior College.....	Bayonne	Francis K. Strohoffer, Dean	D U—	C	Local	1946	Two	274	150	124	0	0	25	5	2
*Jersey City Junior College.....	Jersey City	F. J. McMackin, President	D—M	C	Local	1946	Two	482	104	53	325	0	17	13	2
*Monmouth Junior College.....	Long Branch	Edw. G. Schlafer, Dean	D—	C	County	1933	Two	747	141	66	364	176	23	8	3
*Trenton Junior College.....	Trenton	Henry J. Parcinski, President	D U—	C	Local	1947	Two	101	46	51	4	0	15	1	0
Privately controlled															
Bergen Junior College.....	Teaneck	C. L. Littel, President	D—	C	Nonprofit	1933	Two	1095	500	320	0	275	41	30	10
*Centenary Junior College.....	Hackettstown	Edward W. Sear, President	D—M	W	Methodist	1929	Two	368	201	167	0	0	29	3	1
*Fairleigh Dickinson College.....	Rutherford	Peter Sammartino, President	D—M	C	Nonprofit	1942	Two	1866	491	389	986	0	42	38	16
Highland Manor Junior College.....	W. Long Branch	Eugene H. Lehman, President	—	W	Proprietary	1928	Two	31	20	11	0	0	4	2	1
*Immaculate Conception Jr. Coll....	Lodi	Sister M. Simplicita, Dean	D—	W	Catholic	1941	Two	167	12	15	140	0	4	4	2
*Maryknoll Junior College.....	Lakewood	Rev. J. W. Connors, Rec.	D—	M	Catholic	1947	Three	212	102	106	4	0	14	2	1
St. Joseph's College.....	Princeton	Rev. J. Mahoney, Pres.	D—	M	Catholic	1940	Two	31	12	14	5	0	10	0	0
*South Jersey College of.....	Camden	Arthur E. Armitage, President	D—	C	Nonprofit	1927	Two	300	160	140	0	0	5	10	4
*Union Junior College.....	Cranford	Kenneth C. Mackay, President	D—	C	Nonprofit	1933	Two	753	284	318	0	151	16	18	6
Villa Walsh Junior College.....	Morristown	Mother Ninetta Ionta	D—	W	Catholic	1948	Two	13	7	6	0	0	9	0	0
NEW YORK															
Publicly controlled															
Associated Colleges of Upper New York	Plattsburg (Frederick A. Morse, President):														
Champlain College.....	Plattsburg		D—	C	State	1946	Two	2057	960	1097	0	0	120	0	0
Middletown College Center.....	Middletown		D—	C	State	1946	Two	200	103	97	0	0	10	13	5
Fashion Inst. of Technology.....	New York City	Mortimer C. Ritter, Dir.	D—	C	Local	1944	Two	1340	127	243	0	970	27	12	4
*Long Island Agr. & Tech. Inst....	Farmingdale	H. B. Knapp, Director	D—	C	State	1935	Two	2585	579	385	0	1621	103	6	1
*N. Y. State Agr. & Tech. Inst..	Alfred	Paul B. Orvis, Director	D—	C	State	1936	Two	779	455	324	0	0	57	0	0
*N. Y. State Agr. & Tech. Inst..	Canton	Albert E. French, Director	D—	C	State	1937	Two	377	224	153	0	0	34	0	0
*N. Y. State Agr. & Tech. Inst..	Delhi	Harold L. Smith, Director	D—	C	State	1937	Two	280	171	109	0	0	27	1	0
*N. Y. State Agr. & Tech. Inst..	Morrisville	M. B. Galbreath, Director	D—	C	State	1933	Two	518	303	207	0	8	44	1	0
*N. Y. State Inst. of Agric. & H. E.	Cobleskill	Ray L. Wheeler, Director	D—	C	State	1937	Two	304	185	119	0	0	30	1	0
*N. Y. State Inst. of A. A. & S.	Binghamton	C. C. Tyrrell, Director	D—	C	State	1946	Two	329	183	146	0	0	30	1	0

*Active member of the American Association of Junior Colleges.
 †Provisional member of the American Association of Junior Colleges.
 ‡For meaning of symbols in these columns see page 281.
 §No report. Data taken from 1949 Directory.
 ¶Additional enrollment in lower two years, 220.
 ‡P.E.O. Sisterhood.

‡Additional enrollment in third year, 79.
 ‡Inter-denominational: Presbyterian-Methodist-Congregational.
 ‡Courses approved as terminal offerings in a specialized field.
 ‡Approved as agricultural and/or technical institution of junior college level.

Institution†	Location	Administrative Head	Accred-itation‡	Type‡	Control or Affiliation	Organ-ized as a Jr. Coll.	Years In-cluded	Students, 1948-49					Faculty 1949-50		
								Total	Fresh.	Soph.	Spe-cials	Adults	Full-Time	Part-Time	Equi-valent Full-Time
New York (Continued)															
Publicly controlled															
*N. Y. State Inst. of A. A. & S.	Brooklyn	Otto Klitgord, Director	D46 --	C	State	1946	Two	2889	1850	1049	0	0	127	4	2
*N. Y. State Inst. of A. A. & S.	Buffalo	Richard R. Dry, Director	D46 --	C	State	1947	Two	1154	408	355	0	391	54	5	1
*N. Y. State Inst. of A. A. & S.	Utica	Paul B. Richardson, Dir.	D46 --	C	State	1946	Two	536	283	253	0	0	35	0	0
*N. Y. State Inst. of A. A. & S.	White Plains	Philip C. Martin, Director	D46 --	C	State	1946	Two	482	260	152	0	70	32	3	1
Privately controlled															
*Bennett Junior College	Millbrook	Miss Courtney Carroll, Pres.	D-M	W	Nonprofit	1935	Two	191	105	85	0	1	28	6	3
*Briarcliff Junior College	Briarcliff Manor	Mrs. Clara M. Tead, Pres.	D-M	W	Nonprofit	1933	Two	208	118	90	0	0	17	9	5
†Bryant & Stratton Bus. Inst.	Buffalo	G. A. Spaulding, V.-Pres.	D47 --	C	Proprietary	1937	Two	1575	798	458	127	192	25	10	4
*Cazenovia Junior College	Cazenovia	Isabel D. Phisterer, Pres.	D-M	W	Nonprofit	1934	Two	191	85	66	0	40	19	6	3
*Concordia Collegiate Inst.	Bronxville	Rev. A. J. Doege, President	D-M	W	Lutheran	1936	Two	157	91	66	0	0	12	3	1
*Finch Junior College	New York City	Roland R. DeMarco, Pres.	D-M	W	Nonprofit	1937	Two	258	142	94	13	9	26	16	4
†Genesee Junior College	Lima	J. Wesley Seales, President	D1 --	C	Methodist	1947	Two	158	81	72	4	1	15	2	0
Holy Cross Prep. Seminary	Dunkirk	Very Rev. Carol Ring	D-M	C	Catholic	1930	Two	52	28	24	0	0	9	0	0
Jamestown Ext., Alfred Univ.	Jamestown	George A. Beebe, Director	D-M	C	Nonprofit	1934	Two	230	107	31	92	0	10	7	3
†McKee-Linger Sch. of Com.	Rochester	H. B. Stauffer, President	D47 --	C	Proprietary	1936	Two	263	114	54	0	95	12	11	2
*Packard Junior College	New York City	Louis A. Rice, President	D-M	C	Nonprofit	1937	Two	1821	480	360	553	428	32	34	13
*Packer Collegiate Institute	Brooklyn	Paul D. Shafer, President	D-M	W	Nonprofit	1919	Two	95	49	46	0	0	3	20	7
*Paul Smith's College	Paul Smiths	Chester L. Buxton, Pres.	D-M	C	Nonprofit	1946	Two	215	110	105	0	0	16	5	3
*Roberts Wesleyan College ‡	North Chili	Merlin G. Smith, President	D-M	C	Fr. Meth.	1921	Two	196	109	73	14	0	9	6	3
†Rochester Business Institute	Rochester	Ernest W. Veigel, Jr., Pres.	D47 --	C	Proprietary	1936	Two	1049	565	472	12	0	28	9	2
*Walter Hervey Junior College	New York City	Donald E. Deyo, Director	D-M	C	YMCA	1946	Two	799	146	271	289	93	25	37	12
NORTH CAROLINA															
Publicly controlled															
*Asheville-Biltmore College	Asheville	Glenn L. Busbey, President	D U-	C	Local	1927	Two	390	95	90	95	110	15	4	1
†Charlotte College	Charlotte	Bonnie E. Cone, Director	D U-	C	Local	1946	Two	432	178	88	66	100	3	15	8
*Morehead City Tech. Institute	Morehead City	James I. Mason, Director	D U-	M	State	1947	One	51	50	0	1	0	7	0	0
*Wilmington College	Wilmington	John T. Hoggard, President	D U-	C	County	1947	Two	895	102	18	77	698	7	18	7

Institution†	Location	Administrative Head	Accreditation	Type‡	Control or Affiliation	Organized as a Jr. Coll.	Years Included	Students, 1948-49					Faculty 1949-50		
								Total	Fresh.	Soph.	Specials	Adults	Full-Time	Part-Time	Equivalent Full-Time
Onto (Continued)															
Privately controlled															
*Sinclair College.....	Dayton	C. C. Bussey, Director	D—	C	Nonprofit	1924	Two	1814	875	425	200	314	5	71	28
*Tiffin University.....	Tiffin	F. J. Miller, President	D U—	C	Nonprofit	1924	Two	210	90	96	24	0	8	1	0
*Urbana Junior College.....	Urbana	Edward F. Memmott, Pres.	D U—	C	N. Church	1927	Two	41	24	15	2	0	8	0	0
OKLAHOMA															
Publicly controlled															
*Altus Junior College.....	Altus	A. G. Steele, Dean	D U—	C	Local	1926	Two	83	53	17	0	13	1	11	4
*Bartlesville Junior College.....	Bartlesville	Carl A. Ransbarger, Prin.	D U—	C	District	1927	One	59	27	11	21	0	0	13	2
*Bristow Junior College.....	Bristow	B. R. Nichols, Supt.	D U—	C	Local	1928	One	38	38	0	0	0	0	8	1
*Cameron State Agric. College.....	Lawton	C. Vernon Howell, Pres.	D U—	C	State	1927	Two	793	411	264	14	104	31	2	3
*Carnegie Junior College.....	Carnegie	Carl Taylor, President	D U—	C	Local	1938	Two	61	41	20	0	0	0	9	0
*Connors State Agric. College.....	Warner	Jacob Johnson, President	D U—	C	State	1927	Two	292	137	64	91	0	19	1	0
*Eastern Okla. A&M College.....	Wilburton	C. C. Dunlap, President	D U—	C	State	1928	Two	439	275	149	15	0	26	0	0
*El Reno College.....	El Reno	Paul R. Taylor, Supt.	D U—	C	Local	1938	Two	72	42	10	0	20	0	13	3
*Hobart Junior College.....	Hobart	Tom Hansen, President	D U—	C	Local	1934	Two	64	46	15	3	0	0	7	2
*Kiowa County Junior College.....	Mangum	Miss Tom B. Johnson, Dean	D U—	C	Local	1936	Two	108	22	32	54	0	0	5	0
*Mangum Junior College.....	Tishomingo	C. J. Hall, Act. President	D U—	C	State	1922	Two	399	243	147	9	0	23	10	3
*Murray State Sch. of Agric.....	Muskogee	Bessie M. Huff, Dean	D U—	C	Local	1920	Two	303	219	48	36	0	2	3	1
*Muskogee Junior College.....	Miami	Bruce G. Carter, President	D U—	C	State	1924	Two	753	388	198	9	158	28	3	0
*Northeastern Okla. A&M Coll.....	Tonkawa	Loren N. Brown, President	D U—	C	State	1920	Two	399	254	145	0	0	30	1	8
*Northern Okla. Junior College.....	Claremore	Homer M. Ledbetter, Pres.	D U—	C	State	1923	Two	101	71	30	78	0	2	18	6
*Oklahoma Military Academy.....	Poteau	E. L. Costner, Supt.	D U—	C	Local	1943	Two	303	155	70	0	0	4	16	4
*Poteau Junior College.....	Sayre	Arch Alexander, Dean	D U—	C	Local	1938	Two	120	78	42	0	0	3	7	4
*Sayre Junior College.....	Seminole	O. D. Johns, Supt.	D U—	C	Local	1931	Two	120	100	20	0	0	0	12	4
Privately controlled															
*Apostolic College.....	Tulsa	Rev. C. P. Williams, Pres.	—	—	Un. Pent.	1944	Two	70	53	14	3	0	3	0	0
*Bacone Junior College (Indian).....	Bacone	F. W. Thompson, President	D U—	—	Baptist	1929	Two	109	75	34	0	0	5	14	11
*Southwestern Pent. Hol. Coll.....	Oklahoma City	R. O. Corvin, President	—	—	Pent. Hol.	1946	Two	59	39	14	6	0	7	7	2
*Spartan Coll. of Aeronautics.....	Tulsa	W. D. Trulock, Dean	D U—	—	Proprietary	1943	Three	278	123	154	1	0	12	10	4
OREGON															
Publicly controlled															
*Vanport Extension Center.....	Portland	Stephen E. Epler, Director	D U W	C	State	1946	Two	1930	904	805	221	0	39	24	8

Institution†	Location	Administrative Head	Accreditation†	Type‡	Control or Affiliation	Organized as a Jr. Coll.	Years Included	Students 1948-49					Faculty 1949-50		
								Total	Fresh.	Soph.	Speci-als	Adults	Full-Time	Parti-ent Full-Time	Equiv-ent Full-Time
SOUTH CAROLINA															
Privately controlled															
*Anderson College.....	Anderson	Annie D. Denmark, Pres.	D—U—	C	Baptist	1930	Four	305	81	84	135	5	18	4	2
Bettis Junior College (N).....	Trenton	A. C. Hightower, President	D—	C	Baptist	1930	Two	46	10	36	0	0	10	0	0
Friendship Junior College (N).....	Rock Hill	James H. Goudlock, Pres.	D—	C	Baptist	1933	Two	414	35	63	239	77	22	0	0
*North Greenville Jr. College.....	Tigerville	M. C. Donnan, President	D—U—	C	Baptist	1934	Two	138	54	73	11	0	10	3	2
*Spartanburg Junior College.....	Spartanburg	R. B. Burgess, President	D—U—	C	Methodist	1927	Two	296	186	110	0	0	9	5	3
*Voorhees Junior College (N).....	Denmark	Earl H. McClenney, Pres.	D—S	C	Episcopal	1929	Two	145	78	57	10	0	14	2	0
Wesleyan Methodist College.....	Central	R. C. Mullinax, President	D—	C	Wes.Meth.	1928	Two	101	42	29	20	10	6	4	2
SOUTH DAKOTA															
Publicly controlled															
*S. D. St. Coll., Jr. Coll. Div....	Brookings	R. Y. Chapman, Director	D—U—N	C	State	1942	Two	1200	694	506	0	0	128	0	0
Privately controlled															
Freeman Junior College.....	Freeman	Edmund J. Miller, President	D—U—	C	Mennonite	1927	Two	56	33	20	3	0	14	2	1
Mount Marcy Junior College.....	Yankton	Mother M. Jerome, Pres.	D—U—	W	R. Catholic	1936	Two	142	30	6	83	23	3	8	3
Notre Dame Junior College.....	Mitchell	Msgr. J. M. Brady, Pres.	D—U—	C	Catholic	1922	Two	84	57	18	5	4	4	2	0
*Wessington Springs College.....	Wessington Spgs.	George E. Kline, President	D—U—	C	Fr. Meth.	1918	Two	68	40	21	7	0	12	3	1
TENNESSEE															
Publicly controlled															
*Univ. of Tennessee Jr. College	Martin	Paul Meek, Exec. Officer	D—U—S	C	State	1927	Two	624	350	269	5	0	41	2	1
Privately controlled															
Castle Heights Mil. Acad. &.....	Lebanon	Col. H. L. Armstrong, Pres.	—U—	M	Nonprofit	1935	Two	40	30	10	0	0	1	8	3
*Christian Bros. Coll., J. C. Div....	Memphis	Brother Thomas, Dean	—U—	M	Catholic	1940	Two	66	47	15	3	1	6	8	4
*Freed-Hardeman College.....	Henderson	N. B. Hardeman, President	D—U—	C	Ch. of Chr.	1925	Two	418	193	184	27	14	17	0	0
*Hiwassee College.....	Madisonville	D. R. Youell, President	D—U—	C	Methodist	1908	Four	193 ^{ss}	115	64	14	0	18	0	0
*Lee College.....	Cleveland	J. S. Brinsfield, President	—U—	C	Ch. of God	1941	Two	195	104	76	0	15	35	5	2
*Martin College.....	Pulaski	E. H. Elam, President	D—U—	C	Methodist	1914	Two	214	88	76	50	0	9	5	3
*Morristown N. & I. Jr. Coll. (N)	Morristown	M. W. Boyd, President	D—S	C	Methodist	1923	Two	180	64	56	31	29	15	0	0
*Southern Missionary College.....	Collegedale	Kenneth A. Wright, President	D—U—S	C	7th-D. Adv.	1916	Two	530	251	168	64	47	2	33	15
Swift Memorial Jr. Coll. (N).....	Rogersville	Robert E. Lee, President	D—S	C	Presby.	1929	Two	67	34	27	6	0	4	8	...
*Tennessee Wesleyan College.....	Athens	James L. Robb, President	D—U—S	C	Methodist	1906	Two	466	246	191	0	29	24	3	1
*Ward-Belmont School.....	Nashville	Robert C. Provine, Pres.	D—U—S	W	Nonprofit	1913	Two	451	279	172	0	0	56	0	0

TEXAS

Publicly controlled

*Alvin Junior College.....	Alvin	A. G. Welch, Supt.	Local	1949	Four	154 ⁴²	131	23	0	0	23	3	1
*Amarillo College.....	Amarillo	A. M. Meyer, President	Local	1929	Two	754	309	217	87	141	42	6	2
*Arlington State College.....	Arlington	E. H. Hereford, President	State	1917	Two	2543	1812	509	19	203	87	6	3
*Blinn College.....	Brenham	Thomas M. Spencer, Pres.	County	1927	Two	523	353	138	15	17	21	2	3
*Cisco Junior College.....	Cisco	O. L. Stamey, President	District	1940	Two	320	96	85	0	139	23	17	1
*Clarendon Junior College.....	Clarendon	R. E. Drennan, Dean	Local	1927	Two	102	61	41	0	0	6	0	9
*Del Mar College.....	Corpus Christi	E. L. Harvin, President	District	1935	Two	4626	1345	833	1279	1169	65	103	0
*Edinburg Regional College.....	Edinburg	H. A. Hodges, Director	Local	1927	Two	875	398	196	281	0	29	12	4
*Frank Phillips College.....	Borger	C. A. Cryer, President	Un. Dist.	1946	Two	230	172	28	30	0	14	3	1
*Gainesville Junior College.....	Gainesville	Roy P. Wilson, President	Local	1924	Two	101	54	32	15	0	3	12	6
*Hardin College, Jr. Coll. Div.....	Wichita Falls	James B. Boren, President	District	1922	Two	810	425	385	0	0	93	25	13
*Henderson County Jr. Coll.....	Hillsboro	Orval Pirtle, President	County	1946	Two	1765	953	713	47	52	55	3	1
*Hillsboro College.....	Athens	W. Read Dawson, President	Local	1923	Two	876	550	326	0	0	12	6	2
*Houston, J. C. of Univ. of.....	Houston	W. Kemmerer, Pres.	County	1927	Two	4607	2781	1753	0	73	70	192	83
*Howard County Jr. College.....	Big Spring	E. C. Dodd, President	Un. Dist.	1946	Two	504	240	150	114	0	17	7	3
*Kilgore College.....	Kilgore	B. E. Masters, President	Un. Dist.	1935	Two	1837	848	662	75	252	58	5	4
*Lamar College.....	Beaumont	John E. Gray, President	Local	1923	Two	1426	478	908	40	0	66	1	0
*Laredo Junior College.....	Laredo	W. J. Adkins, President	County	1947	Two	1070	207	73	47	743	63	19	4
*Lee College.....	Baytown	George H. Gentry, Pres.	District	1934	Two	608	454	100	41	13	16	10	4
*Navarro Junior College.....	Corpus Christi	Ray L. Waller, President	County	1946	Two	335	208	117	9	1	18	2	1
*Odessa Junior College.....	Odessa	Murry H. Fly, President	District	1946	Two	246	122	78	21	25	21	12	6
*Panola County Junior Coll.....	Carthage	B. W. Musgraves, President	County	1924	Two	157	118	39	0	0	14	1	0
*Paris Junior College.....	Paris	J. R. McLemore, President	Local	1926	Two	467	298	160	9	0	24	2	1
*Ranger Junior College.....	Ranger	J. O. Loftin, President	Un. Dist.	1927	Two	246	204	42	0	0	13	7	3
*St. Philip's College (N).....	San Antonio	J. A. Guinn, President	County	1928	Two	596	202	198	196	0	25	6	...
*San Angelo College.....	San Angelo	J. O. Loftin, President	Un. Dist.	1925	Two	737	400	210	52	75	28	7	2
*San Antonio College.....	San Antonio	H. S. Von Roeder, President	Jt. Co.	1946	Two	1860	556	384	0	920	28	27	9
*Southwest Texas Junior College.....	Uvalde	E. J. Howell, President	State	1917	Four	240	142	46	0	52	14	1	0
*Tarleton State College.....	Stephenville	Joe W. Humphrey, President	Local	1926	Two	1193 ⁴⁴	896	282	15	0	89	8	6
*Temple Junior College.....	Temple	H. R. Stilwell, President	Local	1927	Two	466	241	178	0	47	14	12	4
*Texarkana College.....	Texarkana	John F. Barron, President	Un. Dist.	1926	Two	1761	243	149	27	1342	12	17	5
*Tyler Junior College.....	Brownsville	H. E. Jenkins, President	District	1926	Two	1649	204	110	460	875	35	27	...
*Victoria College.....	Tyler	J. D. Moore, President	County	1925	Two	1802	569	339	0	894	38	14	5
*Weatherford College.....	Weatherford	L. B. Plummer, President	County	1921	Two	232	110	75	9	38	20	6	3
*Wharton County Junior Coll.....	Wharton	J. M. Hodges, President	District	1946	Two	200	103	57	16	24	15	1	0
						580	380	0	0	30	2	1	1

Privately controlled

*Allen Military Academy.....	Bryan	N. B. Allen, Jr., President	Proprietary	1947	Two	105	75	30	0	0	6	6	1
*Clifton Junior College.....	Clifton	A. H. Greider, Act. Pres.	Lutheran	1922	Two	167	72	57	31	7	10	1	0

†Active member of the American Association of Junior Colleges.
 ‡Provisional member of the American Association of Junior Colleges.
 †No report. Data taken from 1949 Directory.

51Additional enrollment in lower two years, 28.
 52Additional enrollment in lower two years, 145.
 53A branch of San Antonio College.
 54Additional enrollment in lower two years, 40.

Institution†	Location	Administrative Head	Accreditation‡	Type‡	Control or Affiliation	Organized as a Jr. Coli.	Years Included	Students, 1948-49					Faculty 1949-50		
								Total	Fresh.	Soph.	Speci-als	Adults	Full-Time	Part-Time	Equivalent Full-Time
TEXAS (Continued)															
Privately controlled															
Conroe N. & I. College (N).....	Conroe	Warren S. Brent, President	— — —	C	Baptist	1903	Two	46	10	3	33	0	12	25	1
*Decatur Baptist College.....	Decatur	J. L. Ward, President	D U —	C	Baptist	1897	Two	184	114	60	6	4	10	0	0
*Durham's Bus. Junior College.....	Austin	Daniel E. Grieder, Dean	D88 —	C	Proprietary	1944	Two	184	145	20	12	7	5	0	0
*Durham's Bus. Junior College.....	Fort Worth	E. F. Gau, President	D88 —	C	Proprietary	1941	Two	320	209	30	81	0	8	4	2
*Durham's Bus. Junior College.....	Harlingen	Carl A. Scott, Manager	D88 —	C	Proprietary	1945	Two	150	0	0	150	0	3	1	0
*Durham's Bus. Junior College.....	San Antonio	C. W. Durham, Manager	D88 —	C	Proprietary	1943	Two	1096	562	425	109	0	14	5	2
*Hockaday Junior College.....	Dallas	Hobart F. Mossman, Pres.	D U —	W	Nonprofit	1931	Two	146	99	43	2	2	20	3	1
*LeTourneau Technical Inst.....	Longview	Allen C. Tyler, Act. Dean	D U —	M	Nonprofit	1946	Two	315	192	123	0	0	26	2	1
*Lon Morris College.....	Jacksonville	C. E. Peoples, President	D U S	C	Methodist	1912	Two	419	198	128	93	0	12	5	2
*Our Lady of Victory College.....	Fort Worth	Mother Maria, President	D U —	W	Catholic	1930	Two	135	45	30	60	0	9	13	1
*Pineywood Bus. Junior Coll.....	Lufkin	G. P. Scoggins, President	D88 —	C	Proprietary	1945	Two	300	152	148	0	0	6	6	3
*Port Arthur College.....	Port Arthur	W. D. Mauldin, President	D88 —	C	Nonprofit	1941	One	512	354	0	0	158	15	0	0
*Schreiner Institute.....	Kerrville	J. J. Delaney, President	D U S	M	Presby.	1924	Two	270	168	79	11	12	25	2	1
*South Texas Junior College.....	Houston	George D. Pickens, Dean	D — —	C	YMCA	1948	Two	305	86	10	209	0	5	3	....
*Southwestern Bible Inst.-J. C.....	Waxahachie	M. E. Collins, President	— — —	C	Assem. God	1944	Two	229	132	87	10	0	11	11	4
*Southwestern Junior College.....	Keene	J. V. Peters, President	D U —	C	7th-D. Adv.	1916	Two	155	118	34	3	0	2	19	10
*Tyler Commercial College.....	Tyler	Jewell F. Spinks, President	D88 —	C	Proprietary	1941	Two	463	306	157	0	0	16	0	0
*Wayland Baptist College.....	Plainview	J. W. Marshall, President	D U —	C	Baptist	1909	Two	410	293	107	10	0	34	10	....
*Westminster College ⁸⁶	Tehuacana	J. Caperton Pace, Dean	D U —	C	Methodist	1916	Two	382	87	75	29	191	10	0	0
UTAH															
Publicly controlled															
*Carbon College.....	Price	Aaron E. Jones, President	D U W	C	State	1938	Four	842 ⁸⁷	156	93	20	573	41	1	0
*Dixie Junior College.....	St. George	Glenn E. Snow, President	D U W	C	State	1917	Four	334 ⁸⁸	190	105	9	30	27	4	2
*Snow College.....	Ephraim	James A. Nuttall, President	D U W	C	State	1922	Two	371	242	121	8	0	23	1	0
*Weber College.....	Ogden	Henry A. Dixon, President	D U W	C	State	1916	Two	3916	1184	567	151	2014	73	74	17
VERMONT															
Privately controlled															
*Green Mountain Junior College...	Poultney	Howard C. Ackley, President	D U E	W	Methodist	1931	Two	287	157	127	3	0	20	2	1
*Vermont Junior College.....	Montpelier	Ralph E. Noble, President	D U E	C	Methodist	1936	Two	266	134	121	2	9	19	4	2

VIRGINIA															
Publicly controlled															
Coll. of Wm. and Mary & V.P.I.	Norfolk	Lewis W. Webb, Jr., Dir.	DUS	C	State	1930	Two	1769	667	292	0	810	62	25	5
Norfolk Div., Va. State Coll. (N)	Norfolk	J. H. Johnston, Act. Pres.	D-S	C	State	1935	Two	853	306	219	237	91	48	4	1
V. P. I. Extension Division	Danville	J. M. Taylor, Manager	D U-	M	State	1946	Two	89	48	38	3	0	3	5	2
Privately controlled															
*Averett College	Danville	Curtis Bishop, President	DUS	W	Baptist	1914	Two	357	162	94	13	88	27	2	1
*Blackstone College	Blackstone	John D. Riddick, President	D U-	W	Methodist	1915	Two	123	80	43	0	0	20	0	0
*Bluefield College	Bluefield	Charles L. Harman, Pres.	DUS	C	Baptist	1922	Two	337	165	145	7	20	21	0	0
*Fairfax Hall Junior College	Waynesboro	William B. Gates, President	D U-	W	Proprietary	1932	Two	68	54	14	0	0	0	21	10
*Ferrum Junior College	Ferrum	Nathaniel H. Davis, Pres.	D U-	C	Methodist	1936	Two	87	60	25	2	0	16	0	0
*Marion College	Marion	John H. Fray, President	DUS	W	Lutheran	1943	Two	157	56	43	54	4	13	3	1
*Shenandoah College	Dayton	L. P. Hill, President	DUS	C	Ev. Un. Br.	1924	Two	244	86	51	107	0	10	5	0
*Southern Seminary & Jr. Coll.	Buena Vista	Margaret Durham Robey	D U-	W	Proprietary	1927	Two	211	138	72	1	0	26	0	0
*Stratford College	Danville	John C. Simpson, President	DUS	W	Nonprofit	1930	Two	154	86	68	0	0	22	4	1
*Sullins College	Bristol	W. E. Martin, President	DUS	W	Nonprofit	1917	Four	315 ⁵⁰	205	110	0	0	44	2	1
The Apprentice School	Newport News	F. R. White, Asst. Dir.	D1--	M	Proprietary	1944	Two	335	178	157	0	0	37	0	0
*Virginia Interment College	Bristol	R. L. Brantley, President	DUS	W	Baptist	1912	Four	386 ⁶⁰	190	118	78	0	35	1	0
WASHINGTON															
Publicly controlled															
*Centralia Junior College	Centralia	William Bloom, President	D U W	C	District	1925	Two	257	175	82	0	0	11	10	6
*Clark College	Vancouver	Paul F. Gaiser, President	D U W	C	District	1933	Two	898	412	107	0	379	35	9	3
*Everett Junior College	Everett	J. F. M. Buechel, President	D U W	C	District	1941	Two	2794	517	280	225	1772	48	3	2
*Grays Harbor College	Aberdeen	George L. Hall, Dean	D U W	C	Local	1930	Two	1059	135	105	19	800	20	5	2
*Lower Columbia Junior College	Longview	T. D. Schindler, President	D U W	C	Local	1934	Two	1062	139	109	17	797	22	8	2
*Olympic Junior College	Bremerton	L. J. Elias, Dean	D U W	C	District	1946	Two	5360	623	175	0	4562	36	4	1
*Skagit Valley Junior College	Mount Vernon	LeRoy V. Good, Dean	D U W	C	Un. Dist.	1926	Two	165	123	41	0	1	9	5	2
*Wenatchee Junior College	Wenatchee	Paul F. Furgeson, President	D U W	C	District	1939	Two	291	193	83	0	15	16	6	3
*Yakima Valley Junior College	Yakima	Harold A. Hoeglund, Dean	D U W	C	District	1928	Two	445	228	113	38	66	24	0	0
Privately controlled															
Tacoma Catholic Junior College	Tacoma	Mother M. Edwardine, Pres.	D- - -	W	R. Catholic	1942	Two	52	12	14	0	26	0	4	....

⁵⁰A branch of Southwestern University, Georgetown, Texas.

⁵¹Additional enrollment in lower two years, 537.

⁵²Additional enrollment in lower two years, 219.

⁵³Additional enrollment in lower two years, 65.

⁶⁰Additional enrollment in lower two years, 77.

*Active member of the American Association of Junior Colleges.

†Provisional member of the American Association of Junior Colleges.

‡For meaning of symbols in these columns see page 28†.

§No report. Data taken from 1949 Directory.

§§Accredited as a business junior college.

Institution†	Location	Administrative Head	Accreditation‡	Type	Control or Affiliation	Organized as a Jr. Coll.	Years Included	Students 1948-49					Faculty 1949-50	
								Total	Fresh.	Soph.	Spec-ials	Adults	Full-Time	Equi-valent Full-Time
WEST VIRGINIA														
Publicly controlled														
*Potomac State School, WVU . . .	Keyser	E. E. Church, President	DUN	C	State	1921	Two	1356	304	296	78	678	36	0
Privately controlled														
*Beckley College	Beckley	D. K. Shroyer, Exec. V. P.	D—	C	Nonprofit	1933	Two	597	341	241	5	10	21	4
*Greenbrier College	Lewisburg	French W. Thompson, Pres.	DUN	W	Nonprofit	1917	Four	180	82	49	49	0	22	0
*Greenbrier Military School	Lewisburg	Col. J. M. Moore, Supt.	DUN	M	Nonprofit	1933	Two	100	75	25	0	0	1	6
WISCONSIN														
Publicly controlled														
Milwaukee Voc. Sch., J. C. Div.	Milwaukee	William F. Rasche, Dir.	—U—	C	Local	1937	Two	483	0	0	0	483	1	22
University of Wisconsin Extension Divisions (William M. Hanley, Director):														
Fond du Lac Ext. Center	Fond du Lac	M. J. Lowe, Univ. Ext. Rep.	—UN	C	State	1933	Two	119	94	24	1	0	0	10
Green Bay Ext. Center	Green Bay	O. E. Briggs, Director	—UN	C	State	1933	Two	388	278	106	4	0	5	19
Kenosha Ext. Center	Kenosha	Bernard Tallent, Director	—UN	C	State	1933	Two	202	161	39	2	0	2	11
Manitowoc Ext. Center	Manitowoc	R. D. Lowe, Univ. Ext. Rep.	—UN	C	State	1936	Two	162	130	32	0	0	0	14
Marquette Ext. Center	Marquette	M. C. Graff, Univ. Ext. Rep.	—UN	C	State	1933	Two	123	98	25	0	0	2	8
Menasha Ext. Center	Menasha	George A. Parkinson, Dir.	—UN	C	State	1923	Two	218	139	73	6	0	2	10
Milwaukee Ext. Center	Milwaukee	C. A. Wedemeyer, Director	—UN	C	State	1933	Two	9776	2317	1395	1621	4443	135	292
Racine Ext. Center	Racine	M. J. Lowe, Univ. Ext. Rep.	—UN	C	State	1933	Two	807	481	323	3	0	19	17
Sheboygan Ext. Center	Sheboygan	H. C. Ahrensbrak, Director	—UN	C	State	1933	Two	186	144	41	1	0	2	10
Wausau Ext. Center	Wausau		—UN	C	State	1933	Two	351	235	111	5	0	8	12
Privately controlled														
Concordia College	Milwaukee	Leroy C. Rincker, President	—U—	M	Lutheran	1890	Two	81	48	33	0	0	14	1
†Fond du Lac College	Fond du Lac	LaVelle T. Maze, President	—U—	C	Proprietary	1944	Two	170	92	78	0	0	9	0
St. Lawrence College	Mt. Calvary	Rev. Gerald Walker, Rec.	—U—	M	Catholic	1925	Two	63	26	27	10	0	0	0
Salvatorian Seminary	St. Nazianz	Rev. Henry C. Sorg, Rec.	—U—	M	Catholic	1909	Two	43	21	22	0	0	2	9
Wayland Junior College	Beaver Dam	Weimer K. Hicks, President	—U—	C	Baptist	1936	Two	51	31	20	0	0	0	11
WYOMING														
Publicly controlled														
*Casper Junior College	Casper	M. F. Griffith, Dean	DUN	C	District	1945	Two	893	159	53	16	665	21	18
Northeast Agric. Jr. College	Sheridan	Thomas A. Kuiper, Dir.	DUN	C	State	1948	Two	294	236	54	4	0	8	5
Northwest Center, U. of Wyom.	Powell	J. E. Christensen, Director	DUN	C	State	1946	Two	283	156	75	40	12	5	2
Southeast Center, U. of Wyom.	Torrington	J. M. Hungate, Director	DUN	C	State	1948	Two	213	121	0	2	90	3	7

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